**Evaluating High Quality Next Generation ESL Instructional Materials (HQIM-NGESL)**

# Introduction

## Vision and Blueprint for Multilingual Learner Success: The Role of Instructional Materials

The Massachusetts Department of Elementary and Secondary Education’s [Vision and Blueprint for EL Success](https://www.doe.mass.edu/ele/blueprint/) articulate the PK-12 experiences and outcomes all English learners deserve. Pillar 2 of this vision highlights the need for high-quality instructional materials to support high-quality instruction.

***The Massachusetts Vision for English Learner Education***

* *Pillar 1: English learners in Massachusetts attend schools in which all educators share responsibility for their success, engage effectively with their families, and value and nurture their linguistic and cultural assets.*
* ***Pillar 2:******English learners are taught by effective, well-prepared, and culturally responsive educators who hold them to high standards and have the materials and professional learning they need to advance students’ academic and linguistic development simultaneously.***
* *Pillar 3: English learners have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets and the academic, linguistic, social, and emotional supports they need to excel.*
* *Pillar 4: English learners thrive in high school and graduate with the knowledge, skills, and abilities necessary to be successful in college and/or a career of their choice, and to contribute to civic life in a global community.*

## Purpose of The High-Quality NGESL Instructional Materials Review Process

This High-Quality Next Generation ESL Instructional Materials (HQIM-NGESL) review process supports evaluation of:

* Whether materials provide a full year’s worth of dedicated ESL instruction, given the Massachusetts [Definition of ESL Instruction](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/default.html),
* Whether ESL instructional materials are aligned to the [WIDA English Language Development Standards Framework, 2020 Edition](https://wida.wisc.edu/teach/standards/eld) (henceforth known as the ELD Framework) – and integrated with the [Massachusetts Curriculum Frameworks](https://www.doe.mass.edu/frameworks/),
* Quality of ESL instructional materials, as interpreted through the HQIM-NGESL rubric.

## Audience

The new HQIM-NGESL rubric and process support both state and district-level initiatives.

Whether in district or at the Department, it is important to have an experienced and knowledgeable **team** with combined expertise in standards-based curriculum, assessment, and instruction for multilingual learners. This team can use the HQIM-NGESL review process and rubric to evaluate the quality of a given set of ESL instructional materials. For reliability of scoring, the review process encourages team consensus ratings based on collective evidence.

**In District**

It is the role of **district and school leaders** to support adoption or local development of materials for ESL instruction, ensure that materials are of high quality, support evidence-based implementation[[1]](#footnote-2) approaches, and attend to conditions of readiness, capacity building, and continuous improvement processes for the teaching and learning of multilingual learners.

Evaluation of ESL instructional materials can be conducted in district by a team comprised of the most knowledgeable and deeply experienced **teachers** of multilingual learners (language and content) in conjunction with **district and school curriculum leaders**.

**At the Department**

Educators may also share responsibility, accountability, and expertise for the review of ESL instructional materials as part of Department-facilitated educator panels.

## Eligible Materials

The following materials are eligible to undergo the HQIM-NGESL review process:

* [**Dedicated ESL**](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/hq-instruction--full-def.docx): The HQIM-NGESL review process focuses on materials designed for dedicated ESL instruction for a range of multilingual learners in different types of [English Learner Education program models](https://www.doe.mass.edu/ele/resources/default.html) (e.g., Dual Language, Sheltered English Immersion).
* **Minimum Scope of One Year**: To ensure that multilingual learners are provided intellectually rigorous, rich, meaningful, and deep learning experiences through ESL instruction every day, materials must have a minimum scope of a full year.

The HQIM-NGESL review process and rubric are not intended to be used for evaluation of:

* Content materials for content instruction
* Specialized materials designed as tiered intervention materials for meeting the needs of some multilingual learners
* Materials designed for supporting instruction in [SLIFE programs](https://www.doe.mass.edu/ele/slife/default.html). SLIFE programs include ESL instruction, but also go beyond it to address much broader goals intended to close gaps in formal schooling.

# The High-Quality ESL Instructional Materials Review Process

The High-Quality ESL Instructional Materials (HQIM-NGESL) review process is comprised of three parts. It guides educator teams in a step-by-step process to determine whether a given set of instructional materials can be considered high-quality for ESL instruction.

* **Step 1 – Eligibility Threshold**: Reviewers use a simple checklist to determine whether materials are eligible for the HQIM-NGESL review process.
* **Step 2 – Alignment Threshold:** Reviewers use WIDA PRIME 2020 to determine whether materials are sufficiently aligned to the ELD Framework.
* **Step 3 – Quality Evaluation Rubric:** Reviewers use the HQIM-NGESL rubric to reach a consensus in determining whether materials are high quality for ESL instruction.

## High-Quality ESL Instructional Materials (HQIM-NGESL) Review Process

# Flowchart The flowchart is a graphic representation of the steps of the High-Quality Next Generation ESL Instructional Materials (HQIM-NGESL) Review Process that are described in detail below.

## Step 1: Eligibility Threshold

For the first step, use this checklist to determine whether materials meet eligibility requirements to undergo the HQIM-NGESL review process. To be eligible, materials must show evidence for each of the items below:

* **1. Full academic year scope**
  + Materials contain one full year’s course of study of [dedicated ESL instruction](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/hq-instruction--full-def.docx) that clearly and concretely connects to grade-level (or grade level cluster) academic content.
* *Sample sources of evidence: review description of scope, teacher manual with guidance on length of units, or published overview of materials.*
* **2. Daily** **dedicated ESL instruction**
  + Materials support daily dedicated ESL as opposed to interventions, supplementation of specific needs, or extra support for Multilingual learners for accessing the core content materials. Every-day, high-quality ESL instruction is part of Tier 1 instruction, as defined by the [Massachusetts Multi-tiered System of Support](https://www.doe.mass.edu/sfss/mtss/).
* *Sample sources of evidence: review table of contents and description of materials.*
* **3. Connection to grade-level goals**
  + Materials for language development are intentionally designed with connections to established grade-level expectations, content standards, and disciplinary practices.
* *Sample sources of evidence: working with a content teacher or expert, review 2-3 units to check that the disciplinary context, themes, and practices are appropriate for the grade-level cluster of materials.*
* **4. Range of English proficiency goals**
  + Materials target a particular English proficiency range for language development**.** These ranges are aligned to WIDA’s Proficiency Level Descriptors (PLDs).
* *Sample sources of evidence: review and refer to any aspect of materials that identify PLDs or proficiency ranges.*
* **5. Classroom Routines and Structures**
  + Materials support teachers to implement classroom routines and structures for building students’ English language proficiency in connection to grade-appropriate academic expectations. For example:
    - * Routines might involve analyzing a source, responding to peer feedback, or generating questions using English structures to communicate context-specific messages.
      * Structures (e.g., pair work, stations) might be designed to engage students in productive, authentic discussions building on the ideas of others and articulating their own opinions.
* *Sample sources of evidence: review guidance in 2-3 units in the teacher manual to check if there are routines and structures identified for building students’ English language proficiency.*
* **6. Asset-based approach: knowing and valuing students’ languages, cultures, backgrounds, strengths, and needs.**
* Materials are asset-based and linguistically and culturally sustaining.
* Materials promote equity (see, for example, this [Quick Reference Guide on Racial Equity and Social Justice](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/racial-equity-social-justice.docx)).
* Materials and tools (e.g., assessments, recommended student-teacher interactions, surveys, prompts for family engagement, monitoring and documentation tools) prompt and assist educators to develop deep knowledge of students and their performance over time.
* *Sample sources of evidence: review assessment plan, pre and post assessments for a few units, and any teacher guidance on assessment to determine if materials prompt evolving knowledge of students’ backgrounds and knowledge.*

**DECISION: Do the materials meet Step 1’s Eligibility Threshold?**

*To proceed to Step 2, materials must show evidence of all the items above.*

* **Yes**, materials provide educators and students with a core set of ESL instructional materials with a coherent and connected continuum of learning for the school year.

🡪 **Advance to Step 2: Evaluation of Alignment**

* **No**, at this time these materials do not present a core scope of coherent and connected continuum of ESL learning for the school year. Materials are *not* ready to be checked for Step 2. Use your analysis above to identify areas of the materials that need to be strengthened in order to be reviewed.

Step 2: Alignment Threshold

Step two of the process evaluates alignment between ESL instructional materials and the [ELD Framework](https://wida.wisc.edu/teach/standards/eld).

[WIDA PRIME 2020](https://www.widaprime.org/) is a robust tool for evaluating *alignment* between a given set of K-12 instructional materials and the ELD Framework. Districts can check whether published materials have earned the PRIME 2020 seal: this indicates that a team of WIDA-trained reviewers have completed a thorough evaluation and believe materials are aligned to the ELD Framework.

As members of the WIDA Consortium, Massachusetts educators can also conduct local evaluations of alignment using the PRIME 2020 Rubric and Portfolio Workbook. Beyond determining alignment, the PRIME process prompts productive conversations during review, thereby generating valuable feedback for material developers seeking to strengthen alignment.

**The Alignment Threshold provides a choice between two types of materials:**

* Pathway 1: Published Materials
* Pathway 2: District-developed Materials

**Pathway 1: Published Materials and the WIDA Prime 2020 Seal**

The district requests that the publisher provide information about

* Whether materials have been reviewed for alignment with WIDA PRIME 2020
* Whether materials have received the WIDA PRIME 2020 seal[[2]](#footnote-3)
* The WIDA PRIME report that accompanies the seal

If published materials have earned a PRIME seal, review the PRIME report. Given the recent release of PRIME 2020, some publishers may not yet have started the PRIME 2020 process. In this case, districts may temporarily choose to review the materials themselves using the WIDA PRIME 2020 Rubric and Portfolio Workbook to determine whether to move forward with this HQIM-NGESL review.

If the team wishes to conduct a PRIME 2020 self-study to make a local determination of alignment (instead of waiting for the publisher to go through the review) see Pathway 2 below for instructions on proceeding.[[3]](#footnote-4)

**Pathway 1 DECISION: Do the published materials meet Step 2’s Alignment Threshold?**

*To proceed to Step 3, materials must be aligned to the WIDA ELD Standards Framework.*

* **YES,** the materials have received the WIDA PRIME 2020 seal indicating that the alignment threshold has been met.

**🡪 Advance to step 3**

* **NO**, request that the publisher contact WIDA about PRIME 2020 or select other materials that have the PRIME 2020 seal.
* **PARTIAL ALIGNMENT**: Although published materials did not earn the PRIME 2020 seal, the district has a plan to supplement materials through local development, and to close gaps in alignment locally.

**🡪 Advance to step 3**

**Pathway 2: District-developed materials**

Pathway 2 provides a mechanism for districts to use the [WIDA PRIME 2020 Portfolio and Workbook](https://www.widaprime.org/) to complete a local self-study and determine alignment between locally developed ESL instructional materials and the ELD Framework.

**Pathway 2 DECISION: Do the district-developed materials meet Step 2’s Alignment Threshold?**

* **Yes**, the materials meet the PRIME 2020 threshold of alignment.

🡪 **Advance to step 3**.

* **No**, the materials are not sufficiently aligned. Use your PRIME workbook evidence and team analysis to help identify areas that need to be strengthened or further developed to move to Step 3.

## Step 3: Quality EvaluationRubric

Once an experienced team has determined that the thresholds for eligibility (Step 1) and alignment (Step 2) of materials have been met, the team can move to Step 3: evaluation of the *quality*of ESL instructional materials using the HQIM-NGESL rubric below.

The HQIM-NGESL rubric is divided into two sections:

* [Section A](#_The_Next_Generation) (pages 11 to 15) focuses on ***curricular structure*** and the coherence of the instructional materials for supporting a trajectory of learning for the year
* [Section B](#_The_Next_Generation_1) (pages 16 to 21) focuses on whether materials are ***student-centered*** and the intentional design of the materials for supporting multilingual learners

The HQIM-NGESL rubric is comprised of four columns:

* Evaluative criteria against which to evaluate the quality of the materials
* Indicators (“look fors”) in the materials themselves as evidence instructional materials are meeting the criteria
* Tips and notes to support analysis
* Further reading to support understanding of rubric criteria and indicators.

It is important to note that the HQIM-NGESL rubric incorporates review of two forms of scaffolding. All high-quality materials will need to support these two types of scaffolding in their design.

* **Micro-Scaffolding** (also called *process* scaffolding or generally referred to by educators simply as “scaffolding”) refers to teacher-student scaffolding during instructional interactions based on the materials. In micro-scaffolding, educators continuously support and adjust instruction to meet students’ needs and plan next moves in their zones of proximal development.[[4]](#footnote-5) The degree of support that the materials provide for active micro-scaffolding during instruction is addressed in the student-centered criteria of the rubric.
* **Macro-scaffolding** (also called structural scaffolding) includes the longer-term building and sequencing of learning goals, tasks, and instructional supports in the materials that *address a projected language learning trajectory[[5]](#footnote-6)* articulated in the ELD Framework’s Proficiency Level Descriptors (PLDs).

The ELD Framework’s Language Expectations and PLDs guide teachers and students over time to set “goalposts” for development that allow for flexible pathways necessary for multilingual learners to reach goals. Through the interactional micro-scaffolding described above, teachers skillfully scaffold and support students toward established goals, informed by strong formative assessment practices happening during instruction.

For a year-long scope of instructional materials it is therefore critical that materials articulate a longer-term structure to reach these language development goals. Student learning cannot be achieved through micro-level scaffolding alone without reference to a systematic, developmental scope of linguistically responsive, intentionally sequenced activities, and longer-term planned learning trajectories for language development.

High quality instructional materials must support both levels of scaffolding as educators and students interact around student assets, prior knowledge, tasks, and texts – and as teachers, supported by the materials, unpack and plan instruction and move on a continuum toward longer-term English language development goals for the school year.

**Disclaimer**

* The criteria in the rubric represent selected desired aspects of high quality in ESL materials. While comprehensive and useful for selecting, creating, and improving the quality of ESL instructional materials, the rubric is not, nor can it be, exhaustive. There may be additional criteria your evaluation team determines important to add, based on local needs, EL data, backgrounds, and educator needs. Data may inform your creation of additional criteria and indicators in the evidence gathering process.
* The suggested sequencing of instructional tasks in rich content-connected contexts does not equate to an artificial sequencing of decontextualized language forms. Beware of materials that oversimplify language development processes as a scope and sequence of forms and features without consideration of the range of individual student factors that influence development, or the integrated nature of language, content, and discourse of the disciplines.

Keep in mind that the HQIM-NGESL rubric sits in the context of the [definition of ESL in Massachusetts](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/default.html) *regardless of*:

* [Program model](https://www.doe.mass.edu/ele/resources/default.html) in which ESL instruction happens and how English language development contexts vary depending on each program’s goals ([Dual Language](https://www.doe.mass.edu/ele/programs/dle.html), [Sheltered English Instruction](https://www.doe.mass.edu/ele/programs/sei.html), or [Transitional Bilingual Education](https://www.doe.mass.edu/ele/programs/tbe.html))
* Where instruction is delivered or [delivery approach](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/delivery-approach/default.html) (e.g., [co-taught](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/delivery-approach/co-teaching.html), [single dually licensed teacher delivering both content and ESL](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/delivery-approach/embedded.html), [pull-out within the larger classroom](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/delivery-approach/pull-out.html), [self-contained ESL](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/delivery-approach/self-contained.html), etc.)
* Whether your district uses the term ESL or other locally preferred terms (e.g., dedicated ELD, embedded ELD) *the Massachusetts definition of the focus of ESL instruction is the core driving context for evaluating materials*.

| “Federal law requires that any language support program offered by a district be designed and implemented to assure that ELs receive effective English language and content instruction at appropriate academic levels ([Program Compliance Criteria](https://www.doe.mass.edu/ele/cpr/program-critieria.docx)).” It is important to note that all program models for multilingual learners in Massachusetts are comprised of two distinct components of instruction throughout the school day that are requirements: ESL and accessible content area instruction at grade level. In practice this means high-quality ESL instruction, as defined by the Department, is provided to all multilingual learners, in all districts. For more information about the Federal and State requirements for ELE programs see the Department’s [Guidance on English Learner Education Services and Programming](https://www.doe.mass.edu/ele/guidance/services-programming.docx). |
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## The Next Generation ESL Curriculum Review Rubric Section A: Curricular Structure

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| **NGESL Curriculum Review Rubric** **Section A: Curricular Structure** | | | |
| **Criteria** | **Indicators** | **Notes & Tips** | **Further Reading** |
| 1. **Alignment to Massachusetts definition of ESL:** Materials are designed for dedicated ESL instruction with an explicit, sustained, and systematic focus on language development in the integrated context of [grade-level content](https://www.doe.mass.edu/frameworks/search/) and the [ELD Framework](https://wida.wisc.edu/teach/standards/eld). | Materials and guidance….   * Simultaneously develop language and content (e.g., content themes, topics, and practices for language development in ESL). * Position English language development in service of grade-level (or grade-level cluster) disciplinary learning (e.g., academic standards, expectations, topics, themes, and practices). * Ensure language is taught within rich, contextualized, and meaningful circumstances by incorporating grade-level cluster content standards and analytical practices as well as components of the ELD Framework (i.e., Key Language Uses, Language Expectations, Proficiency Level Descriptors). * Attend to language development for academic and social and instructional purposes. | Materials and guidance….   * Align to grade-level expectations within the [Massachusetts Curriculum Frameworks](https://www.doe.mass.edu/frameworks/current.html) providing students with the knowledge, skills, and practices necessary to be successful in academic contexts. * Materials do not assess the academic content but rather explicitly teach and assess the driving language demands embedded in the content. | For more on ESL instruction, see:  [What is ESL?](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/default.html)  [Features of High-Quality ESL Instruction](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/hq-esl-features.html)  [ESL Instructional Delivery Approaches](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/delivery-approach/default.html)  For more on key academic practices, see:  the high leverage key academic practices [as articulated in the Collaboration tool](https://www.doe.mass.edu/ele/instruction/collaboration-tool.docx)  To support analysis of standards, use:  the [Massachusetts curriculum frameworks’ standards navigator](https://www.doe.mass.edu/frameworks/search/) |
| 1. **Curricular Map:** Materials contain a clear curricular map with a coherent sequence of units for ESL instruction throughout the year. | Curricular Map, materials, and guidance….   * Clearly indicate that the most prominent [Key Language Uses](https://wida.wisc.edu/teach/standards/eld) (or most prominent genres of schooling) are consistently highlighted throughout the materials. * Feature lesson outcomes that lead to unit outcomes and build towards annual benchmarks. There is a coherently connected trajectory of learning at all levels. * Provide opportunities for English language knowledge, skill, and use to deepen over time with scaffolding and supports. * Provide units of instruction that intentionally support and scaffold learning for students while also maintaining rigor and challenge by requiring students to demonstrate their independent capacities. | The curriculum map, materials, and guidance….Highlight use of a range of the Key Language Uses within rich, grade-level contexts across the units of study.Provide units that spiral instruction coherently and provide opportunities for reinforcing and expanding student use of the Key Language Uses and to transfer their learning to novel contexts.  * This shift towards coherently connected units of instruction moves away from ESL lessons being taught in isolation and serves as a mechanism for advancing and deepening language development over time. | To learn more about the Key Language Uses and the most prominent Key Language Uses, see:   * pages 217-233 of the [ELD Framework](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf) * the compilation of Key Language Use distribution tables and Language Expectations in Appendix C of the [ELD Framework](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf) (pp. 288-327) |
| 1. **Unit Language Goals:**   Materials articulate clear standards-based unit-level goals for content-driven language instruction. | Materials and guidance….   * Present clearly identified unit language goals that position Key Language Uses and/or Language Expectations in service of learning content standards and practices. * Frame unit language goals within a range of time (e.g., four weeks-long) for language development and growth within the unit and toward full year annual language growth goals. * Point to unit language goals that create opportunities for students to learn about Key Language Uses and their typical organizational and linguistic features. * Provide unit language goals in relation to a range of core academic content standards, thus attending to all of the overarching WIDA ELD Standards Statements (Language for Social and Instructional Purposes, Language for Language Arts, Language for math, Language for science, and Language for social studies). | Materials and guidance….   * Align unit level goals directly to the salient content connections (e.g., content standards, topics, themes). * Frame unit language goals within a reasonable amount of time for students to explicitly explore, practice, and apply new learning. | For more on developing unit level goals, see:   * [The NGESL Collaboration Tool](https://www.doe.mass.edu/ele/instruction/collaboration-tool.docx) * [The process for developing Focus Language Goals](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/focus-language-goals.docx)   For more on analyzing content and language demands, see:   * [Analyzing Content and Language Demands (Math)](https://www.elsuccessforum.org/resources/math-analyzing-content-and-language-demands) (ELSF) * [Analyzing Content and Language Demands (ELA) (ELSF)](https://www.elsuccessforum.org/resources/ela-analyzing-content-and-language-demands)     For more on establishing high standards, see:   * [Pillar 2 Building Block 2 (Educators with high standards for English learners)](https://www.doe.mass.edu/ele/blueprint/dashboard.html) of the MA Blueprint for EL Success. |
| 1. **Lesson Objectives:** Materials contain lesson-level language objectives that align to and build towards unit language goals | Materials and guidance….   * Contain clear lesson-level language objectives that support student progress toward unit-level language goals. * Contain lesson objectives that are appropriate for the scope of a daily lesson. * Prompt educators to make the lesson objectives visible to students. * Prompt educators and students to monitor and self-assess progress toward the daily objectives. | Materials and guidance….   * Contain clear lesson-level language goals that are SMARTIE (Specific and Strategic; Measurable; Action-oriented; Rigorous, Realistic, and Results-focused; Timed; Inclusive; and Equitable). * Contain lesson objectives that highlight what students need to know and be able to do by the end of the lesson. * Point to ways students can demonstrate their learning in relation to objectives. * Help students understand the intention of learning expectations and criteria for success. | For more on lesson objectives, see:   * [NGESL guidance on lesson level language objectives.](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/language-objectives.docx) * [Heighten salience of goals and objectives](https://udlguidelines.cast.org/engagement/effort-persistence/goals-objectives) (CAST) * [SMARTIE goals](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fedeval%2Fimplementation%2Fsmartie-goals.docx&wdOrigin=BROWSELINK) that prompt educators to intentionally center inclusivity and equity into lesson objectives. |
| 1. **Assessment:** Assessments (pre-, post, interim, unit, lesson, formative) elicit direct, observable evidence of the degree to which a student is increasing language proficiency and using language independently within academic contexts in a range of communication modes. | Materials and guidance….   * Present a variety of assessments to measure language growth (e.g., summative, culminating, interim, formative). * Articulate clear, visible, and aligned assessment criteria. * Materials include various assessment opportunities at different frequencies (e.g., annual, culminating performance at close of unit, or daily in the classroom) with models and exemplars of success. * Assessments enable students to demonstrate learning in multiple ways, and help teachers measure learning. | Materials and guidance….   * Assess language growth (as opposed to content knowledge and skills). * Align assessments to unit goals and lesson objectives. * Provide assessment measures that are reliable, valid, fair, and bias-free. * Include authentic opportunities for students to demonstrate their ability to transfer knowledge and skills to new contexts. * Provide opportunities for all learners to demonstrate what they know and can do with language (e.g., through multiple means of representation and expression, differentiated tasks, choice of product). * Prompts teachers to adjust instructional plans, set new objectives based on what students can do, and document student language growth progressively over the year-long course. | For more on assessment for multilingual learners, see:   * The [NGESL Assessment Framework](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/assess-framework.docx) available in [NGESL Toolkit](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/default.html). * [Guidelines for the Use of Benchmarks Toward Attaining English Proficiency](https://www.doe.mass.edu/ele/resources/benchmarks/) * [Assessment of Student Writing and Oral Language Production (ELA)](https://www.elsuccessforum.org/resources/ela-assessment-of-student-writing-and-oral-language-production) (ELSF) * [Assessment of Student Writing and Oral Language Production (Math)](https://www.elsuccessforum.org/resources/math-assessment-of-student-writing-and-oral-language-production) (ELSF) * UDL guidelines [on Action & Expression](https://udlguidelines.cast.org/action-expression) contains ideas for multimodal assessments. * [Supporting Multilingual Learners’ Language Growth through Language Development Portfolios](https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-Supporting-Multilingual-Learners-Language-Growth-Through-Language-Development-Portfolios.pdf) (Kray et al., 2022) |
| 1. **Functional Approach:** Materials take a functional approach to language development focused on grade-level disciplinary learning. | Materials and guidance…   * Provide support for understanding the bigger picture of a functional approach to language development – for example by helping teachers and students focus on meanings students make, by using metalanguage to talk about choices language users make, and by identifying common language patterns to help multilingual learners understand how language works to communicate meaning in each disciplinary context. * Explicitly teach language as a dynamic set of choices (e.g., in relation to task, purpose, and audience). Students have opportunities to analyze how language resources can be used for different social, instructional, and academic purposes. * Prompt teachers to instruct around all three dimensions of language (discourse, sentence, and word/phrase) leading students through a range of texts, tasks, interactions, and disciplinary meaning-making activities. * Provide opportunities for deeper learning, application of literacy skills, and student-directed inquiry, analysis, evaluation, and reflection. | Materials and guidance…   * Explicitly teach English language functions and features across dimensions of academic language in service of making meaning. * Provide a variety of authentic opportunities for students to use language resources for a range of purposes, audiences, tasks, registers, roles, identities, and topics. | For more on a functional approach to language development, see:   * [The ELD Framework](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf): Big Ideas overview of Functional Approach to Language Development (p. 20) and Appendix F: Theoretical Foundations (pp. 359-360 and references on p. 376). * [Putting Discourse First](http://minnetesoljournal.org/current-issue/peer-reviewed-article/putting-discourse-first/) (Lundgren et al., 2021)   For more information on Deeper Learning, see:   * [What is Deeper Learning?](https://www.doe.mass.edu/kaleidoscope/overview.html) |
| 1. **Shared responsibility:** Materials promote shared expertise, responsibility, and accountability for students in the program. | Materials and guidance…   * Prompt content and ESL educator collaboration (e.g., to share language and content expertise and instructional moves). * Support and guide ESL educators to meet with content educators (and vice-versa) to share and analyze multilingual learner performance data, student work, and assessment data for both content and language performance. * Provide tools and processes for collaboratively planning curriculum, instruction, and assessments for multilingual learner success. * Support the collaborative practices described above with a systematic approach to monitoring progress of multilingual learners. | Materials and guidance…   * If published materials: highlight opportunities for content and language educators to collaborate and provide samples of ways that educators can share expertise (e.g., co-planning, adapting assessments for a range of proficiency levels without changing the cognitive demand/rigor of assessments, checking materials for bias). * If teacher/district created materials: content and language educators collaboratively design the ESL curriculum units and lessons. | For more on collaboration and shared responsibility, see:   * [What Can Collaboration Look Like? Infographic](https://wida.wisc.edu/resources/what-can-collaboration-look-wida-eld-standards-framework) * [NGESL Foundational Principles and the Definition of the Focus of ESL in Massachusetts](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/default.html) * [ESL Best Practices Quick Reference Guide on Collaboration](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/collaboration.docx) * [Pillar 1, Building Block 1 (Shared responsibility for English learner success) of the Blueprint for EL Success](https://www.doe.mass.edu/ele/blueprint/dashboard.html) * [The NGESL Collaboration Tool](https://www.doe.mass.edu/ele/instruction/collaboration-tool.docx) offers a sample process for sharing expertise. |

## The Next Generation ESL Curriculum Review Rubric Section B: Student-Centered Instructional Materials

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| **NGESL Curriculum Review Rubric** **Section B: Student-Centered Instructional Materials** | | | |
| **Criteria** | **Indicators** | **Notes & Tips** | **Further Reading** |
| 1. **Asset-Based Orientation:** Materials prompt educators to know and understand students, the assets they bring (e.g., cultures, languages, funds of knowledge), what students can do, and what motivates and engages students in learning**.** | Materials and guidance….   * Draw on the cultural, linguistic, and experiential backgrounds of multilingual learners and use these multiple perspectives in learning tasks, activities, and texts. * Prompt teachers to continuously seek and integrate knowledge of student’s cultures, languages, background, previous experiences, student funds of knowledge, interests, perspectives, individual abilities, goals, and future dreams into instruction. * Reflect a diversity of perspectives, voices, and narratives. * Prompt teachers to value and leverage students’ cultures and connect to students’ families and communities. | Materials and guidance….   * Reflect and affirm students' cultures, languages, identities, and experiences while bringing awareness to global diversity. * Provide opportunities for students to make direct, positive, connections to their cultures, backgrounds, and experiences. * Connect to intellectually stimulating, age-appropriate topics and themes relevant to students’ lives, cultures, experiences, backgrounds. * Provide information on creating a classroom environment that is culturally, racially, socially, and linguistically affirming to students’ identities. | For more on asset-based approaches, see:   * [WIDA Can Do Philosophy](https://wida.wisc.edu/sites/default/files/resource/WIDA-CanDo-Philosophy.pdf) * [Pillar 1 Building Block 3 (Asset-based teaching and learning) and Pillar 3 Building Block 3 (Social and emotional supports)](https://www.doe.mass.edu/ele/blueprint/dashboard.html) in the MA Blueprint for EL Success * [Curriculum as Window and Mirror](https://nationalseedproject.org/Key-SEED-Texts/curriculum-as-window-and-mirror) (Style, 1988) to consider how materials might serve as both windows and mirrors to students * Principle 2 of [High-leverage principles of effective instruction for English learners](https://files.eric.ed.gov/fulltext/ED570911.pdf) (Neri et al., 2016)   For more on culturally responsive approaches, see:   * [Culturally Responsive and Sustaining Schools and Classrooms](https://www.doe.mass.edu/rlo/instruction/culturally-resp-sust/index.html#/) and [Culturally Responsive Look Fors](https://www.doe.mass.edu/edeval/resources/calibration/look-fors.docx) in [Culturally Responsive Teaching and Leading](https://www.doe.mass.edu/instruction/culturally-responsive/) * [Pillar 2 Building Block 1 (Effective, well-prepared, and culturally responsive educators)](https://www.doe.mass.edu/ele/blueprint/dashboard.html) of the MA Blueprint for EL success |
| 1. **Linguistically Responsive:** Materials support the asset-based learning, development, and engagement of students from diverse linguistic backgrounds. | Materials and guidance….   * Prompt educators to leverage students’ full linguistic repertoires (e.g., home languages, translanguaging) during instruction. * Provide linguistic scaffolds and supports during activities and tasks to continuously expand students’ next linguistic moves and goals. * Encourage metalinguistic and metacognitive strategies and awareness. * Prompt educators to utilize the ELD Framework, including Language Expectations and Proficiency Level Descriptors (PLDs), to support language development and guide goal setting and scaffolding for students at different proficiency levels (within the range of proficiency addressed in the materials). | Materials and guidance….   * Promote the value of multilingualism. * Make linguistic connections between multilingual learners’ home language(s) and English to promote transfer and bridging from one language to the other. * Incorporate multilingual learners’ languages and backgrounds as resources to support academic and language development. * Provide information on effective instructional practices for meeting the linguistic needs of multilingual learners at various proficiency levels. | For more on linguistically responsive approaches, see:   * [Translanguaging practices in curriculum, instruction, and assessment](https://www.cuny-nysieb.org/translanguaging-resources/) (CUNY-NYSIEB) * [Promoting understanding across languages](https://udlguidelines.cast.org/representation/language-symbols/understanding-across-languages) (CAST) * [Pillar 3 Building Block 2 (Academic and linguistic supports)](https://www.doe.mass.edu/ele/blueprint/dashboard.html)of the MA Blueprint for EL Success * Guidance on [SLIFE](https://www.doe.mass.edu/ele/slife/guidance.docx) * ESL Best Practices Quick Reference Guides in the [ESL Toolkit: Relevant Guidance](https://www.doe.mass.edu/ele/esl-toolkit/guidance/default.html)): [SLIFE](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/slife.docx), [English Learners with Disabilities](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/elswd.docx), [Newcomers](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/newcomers.docx), and [Long Term English Learners](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/ltels.docx).   For more on PLDs, see the [ELD Framework](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf):   * Introduction to PLDs (pp. 31-34) * PLD charts in specific grade-level clusters * Appendix D: A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes (pp. 329-350) |
| 1. **Critical Stance:** Materialshighlight and support student criticality, agency, and identity. | Materials and guidance….   * Support students in using language to build autonomy and agency during instruction over the course of the year (e.g., through student-generated themes, performance tasks, assessments, rubrics). * Support students to communicate to learn and to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships. * Support student inquiry, problem-posing, and communication about issues from multiple perspectives. * Encourage students to question and when necessary, act upon inequities, injustices, and issues that are important to them and their communities. | Materials and guidance….   * Provide opportunities for students to use critical lenses, explore connections between topics and their own practices, and promote equity and social justice. * Feature the experiences and stories of historically marginalized groups. * Provide suggestions for disrupting implicit bias and strategies for facilitating critical conversations about race, identity, and agency with students. | For more on social justice, see:   * ESL Best Practices Quick Reference Guide on [Racial Equity & Social Justice](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/racial-equity-social-justice.docx) in the [ESL Toolkit: Relevant Guidance.](https://www.doe.mass.edu/ele/esl-toolkit/guidance/default.html) * [Pillar 4 Building Block 3 (Graduating ready to contribute to civic life in a global community)](https://www.doe.mass.edu/ele/blueprint/dashboard.html) of the MA Blueprint for EL Success |
| 1. **Oral Language Development:** Materials provide daily opportunities for all students to engage in discussions and interactions with peers and teachers around challenging content activities. | Materials and guidance….   * Systematically incorporate opportunities for daily dialogue, discussion, and meaningful, substantial interactions with peers and adults. * Offer structures for grade-level instructional conversations and sustained interactions around essential questions and compelling topics. * Include prompts for leveraging student assets during oral discussions and interactions (e.g., using students’ full linguistic repertoires, drawing on prior knowledge and experiences, engaging in practices like translanguaging) to both engage fully in content learning and support English language development. * Materials connect oral discourse to other language modalities. | Materials and guidance….   * Suggest a variety of instructional strategies to develop oral language and to move along the oracy to literacy continuum. * Structure lessons to reduce teacher talk and increase daily opportunities for multilingual learners to engage in authentic conversations and interactions with peers and adults. * Promote academic conversations that center student voice. | For more on promoting oral language development, see:   * [Oral Language Development](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/oral-language.docx) in in the ESL Best Practices Quick Reference Guide of the [ESL Toolkit: Relevance Guidance.](https://www.doe.mass.edu/ele/esl-toolkit/guidance/default.html) * [Topic Brief 2: Quality Student Interactions: Why Are They Crucial to Language Learning and How Can We Support Them?](http://www.nysed.gov/bilingual-ed/topic-brief-2-quality-student-interactions-why-are-they-crucial-language-learning-and) (NYSED) * Principle 4 of [High-leverage principles of effective instruction for English learners](https://files.eric.ed.gov/fulltext/ED570911.pdf) (Neri et al, 2016) |
| 1. **Formative Assessment:** Materials support educators and students to interact throughout lessons, prompting collection and interpretation of evidence of learning – thus enabling teachers and students to notice growth and reflect on the effectiveness of teaching and learning. | Materials and guidance….   * Support teachers’ ongoing formative assessment practices to gather evidence of student learning throughout lessons. * Suggest processes for formatively assessing each student’s language development and on providing actionable feedback. * Provide consistent opportunities for student reflection on learning, self-assessment, and self-monitoring. * Provide processes for monitoring and documenting student learning, and tools for adjusting instruction toward planed goals in flexible ways. | Materials and guidance….   * Prompt many opportunities for teachers and students to continuously monitor learning through frequent “dipsticks.” * Prompt teachers and students to use assessment data to identify areas for adjustment in teaching and learning. * Provide support for collecting various student work samples showing multiple measures of language development data across modes of communication. * Support educators to provide students with timely and actionable feedback (connected to unit and lesson level goals and objectives) to help multilingual learners monitor their own progress and learning. * Involve students in their own self-assessment and development to monitor transfer of learning across units. * Provide prompts and tools for monitoring of student interactions and for engaging in student-teacher instructional interactions about lesson tasks, texts, comprehension, and performance. | For more on formative assessment for multilingual learners, see:   * [Quick Reference Guide on Formative Assessment in the ESL Toolkit](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/formative-assessment.docx) * [Formative assessment considerations (ELA](https://www.elsuccessforum.org/resources/ela-formative-assessment-considerations)) (ELSF) * [Formative assessments considerations (Math)](https://www.elsuccessforum.org/resources/math-formative-assessment-considerations) (ELSF) * [Formative Assessments: A Key to Improving Learning for ELs](https://www.elsuccessforum.org/resources/formative-assessment-a-key-to-improving-learning-for-english-learners) (ELSF)   For more on effective feedback:   * [Increasing mastery-oriented feedback](https://udlguidelines.cast.org/engagement/effort-persistence/mastery-oriented-feedback) (CAST) * [The Secret of Effective Feedback](http://www.ascd.org/publications/educational-leadership/apr16/vol73/num07/The-Secret-of-Effective-Feedback.aspx) (William)   For more on contingent pedagogy:   * [Formative Assessment as Contingent Teaching and Learning](https://ul.stanford.edu/resource/formative-assessment-contingent-teaching-and-learning-aera-2013) |
| 1. **Scaffolds and Supports:**   Materials prompt teachers to differentiate, support, and scaffold learning in tandem with the planned yearlong trajectory of materials. | Materials and guidance….   * Explain and support active implementation scaffolding practices (e.g., with thinking prompts and scaffolding tools). * Provide examples of varied supports and different types of evidence-based instructional strategies. * Build scaffolding suggestions into lessons and focus on assisting students in making manageable next moves forward to reach intended goals and objectives. * Offer supports and suggestions for actively assisting students at various proficiency levels in identifying, organizing, and creating texts (spoken, written, multimodal) for meaningful grade-level content purposes. | Materials and guidance….   * Contain a variety of prompts for scaffolding and different types of supports while also providing flexibility for adjustments. * Allow multilingual learners at all English proficiency levels to participate meaningfully and demonstrate their learning in relation to the goals and objectives. * Provide appropriately scaffolded opportunities for students to independently transfer their learning (e.g., through intentional use of the teaching and learning cycle). | For more on scaffolding, see:   * [Pillar 3 Building Blocks 2 (Academic and linguistic supports) and 3 (Social and emotional supports)](https://www.doe.mass.edu/ele/blueprint/dashboard.html) of the MA Blueprint for EL Success * [GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12](https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf) (Levine et al., 2007) * [Building fluencies with graduated levels of support for practice and performance](https://udlguidelines.cast.org/action-expression/expression-communication/fluencies-practice-performance) (CAST) * [Scaffolding Writing Through the "Teaching and Learning Cycle"](https://www.wested.org/resources/scaffolding-writing-through-the-teaching-and-learning-cycle/) ([Spycher](https://uwprod.sharepoint.com/sites/WIDA/Shared%20Documents/Educator%20Learning%20Research%20and%20Practice/Standards/Projects/PRIME/WIDA%20PRIME%20-%20External/FAQs%20for%20Publishers%20-%20WIDA%20PRIME%202020.docx?web=1)) |
| 1. **Universal Design and Accessibility:** Materials provide varied means for accessing the content and demonstrating learning, helping teachers meet the diverse needs and abilities of a variety of students, including those with disabilities and those working above or below grade-level. | Materials and guidance….   * Incorporate elements of inclusive design articulated in the [UDL Framework](https://udlguidelines.cast.org/), including provision of multiple means of engagement, representation, action, and expression. * Provide students with opportunities to engage, communicate, and demonstrate learning in multimodal ways with multimodal texts and materials. * Prompt educators to support individual needs of multilingual learners with disabilities (e.g., attending to the student’s IEP). * Are designed to be accessible and inclusive (e.g., built in digital supports, tools such as text to speech, etc.). | Materials and guidance….   * Provide students with opportunities to engage with a full range of multimodal interpretive and expressive communication modes (e.g., spoken, written, visual, audio, spatial, gestural, digitally, paper-based, live, and models). * Provide students with choices when engaging with content and demonstrating learning. Choices are aligned to lesson objectives and lend themselves to be fair, equitable, and valid measures of student learning. * Include a variety of instructional practices to accommodate, adapt, and modify curriculum, instruction, and assessment to meet the needs of a diverse learning community. | For more on Universal Design and accessibility, see:   * [UDL Guidelines and Principles](https://udlguidelines.cast.org/) * [Use multiple media for communication](https://udlguidelines.cast.org/action-expression/expression-communication/use-multimedia) (CAST) * [Use multiple tools for construction and composition](https://udlguidelines.cast.org/action-expression/expression-communication/construction-composition) (CAST) * [ESL Best Practices Quick Reference Guide: English Learners with Disabilities](https://www.doe.mass.edu/ele/esl-toolkit/tools-resources/best-practices/elswd.docx) * [Guidebook for Inclusive Practices](https://www.doe.mass.edu/edeval/guidebook/) * Section Six of the [NGESL Resource Guide](https://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide) details how UDL was intentionally woven into the NGESL Model curriculum units * The [ELD Framework](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf) incorporates multimodality (pp. 357-358) * The [MTSS Blueprint](https://www.doe.mass.edu/sfss/mtss/default.html) focuses on ensuring equitable access and universal design for learning to fully integrate social emotional, behavioral, and academic learning. |

## **SCORING SHEET**

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| **CONSENSUS TEAM SCORE for HQIM-NGESL Rubric Section A: Curricular Structure**  4 - Evidence is strong and comprehensive: clear connection to four indicators  3 - Evidence is present: clear connection to three indicators  2 - Evidence is present but insufficient: clear connection to two indicators  1 - Evidence is not yet sufficiently present: connection to one indicator or less. | |
| **CRITERIA** | **SCORE** |
| 1. Aligned to Massachusetts definition of ESL |  |
| 1. Curricular Map |  |
| 1. Unit Language Goals |  |
| 1. Lesson Objectives |  |
| 1. Assessment |  |
| 1. Functional Approach |  |
| 1. Shared responsibility |  |

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| **CONSENSUS TEAM SCORE for HQIM-NGESL Rubric Section B: Student-Centered Instructional Materials**  4 - Evidence is strong and comprehensive: clear connection to four indicators  3 - Evidence is present: clear connection to three indicators  2 - Evidence is present but insufficient: clear connection to two indicators.  1 - Evidence is not yet sufficiently present: connection to one indicator or less. | |
| **CRITERIA** | **SCORE** |
| 1. Asset-Based Orientation |  |
| 1. Linguistically Responsive |  |
| 1. Critical Stance |  |
| 1. Oral Language Development |  |
| 1. Formative Assessment |  |
| 1. Scaffolds and Supports |  |
| 1. Universal Design and Accessibility |  |

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| To be considered high-quality ESL instructional materials:   1. Materials must pass thresholds for eligibility and alignment in steps 1-2. 2. Materials must receive a minimal rating of 2 for each criterion in the HQIM-NGESL rubric on step 3. 3. Criteria 1-7 must receive a minimum rating of 3 4. Criteria 8, 9, 11, 12, and 13 must have received a minimum rating of 3.   DECISION: (Choose 1)   1. Adopt the ESL Instructional Materials. 2. Adopt the ESL Instructional Materials with publisher supplemental guidance and materials to address gaps in quality. 3. Adopt materials and create a local plan to address gaps in quality. 4. Do not adopt. |

1. Massachusetts Department of Elementary and Secondary Education. Introduction to Implementation Science: <https://www.youtube.com/watch?v=eJoNkAavMEY> [↑](#footnote-ref-2)
2. For purposes of ensuring alignment to the [WIDA ELD Standards Framework](https://wida.wisc.edu/teach/standards/eld), we are referencing the WIDA PRIME 2020 Seal, not former PRIME editions and processes (e.g., PRIME V2). [↑](#footnote-ref-3)
3. At this time, local determinations of alignment are not eligible to receive the PRIME 2020 seal. The seal can only be awarded through an external and independent review process completed by a team of WIDA-trained reviewers. However, local users may still benefit from using PRIME 2020 to have productive discussions about curriculum and make local determinations of alignment. [↑](#footnote-ref-4)
4. [Zone of Proximal Development: An Affirmative Perspective for Teaching ELLs](https://www.wested.org/resources/zone-of-proximal-development) (Billings & Walqui, 2017). [↑](#footnote-ref-5)
5. [The interplay of micro- and macro-scaffolding: an empirical reconstruction for the case of an intervention on percentages](https://link.springer.com/article/10.1007/s11858-015-0723-2) (Prediger & Pöhler, 2015). [↑](#footnote-ref-6)