2025 World Languages Instructional Materials Rubric

Compliance with State Law (All Items Required)				
Items		**Adequate**	**Inadequate**	
Sensitive Materials and Prohibited Submission 53G-10-103, R277-628		**Does Not Violate Law**	**May Violate Law**	
Prohibited discriminatory practices 53G-2-103-5, 53B-1-118 and 67-27-107		**Does Not Violate Law**	**May Violate Law**	
Maintaining constitutional freedom in the public schools. 53G-10-202		**Does Not Violate Law**	**May Violate Law**	
Free from advertising, e-commerce, or political interest		**Contains none of the listed items.**	**Contains one or more of the listed items.**	

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Content [Total Points: Double point value, Points Possible 24]				
Items	**Extensive (24)**	**Adequate (16)**	**Inadequate (8 points)**	**None**
Alignment	Material aligns with Utah World Languages Core Standards across all levels of language and intercultural competencies. Includes specific references to ACTFL-aligned performance benchmarks (e.g., IL, IR, IC, PS, PW, CPP, CP, CIA).	Material aligns with most Utah World Languages Core Standards and references several core competencies.	Material aligns with a few standards but lacks comprehensiveness or clarity in standards application.	Content does not align with the Utah World Languages Core Standards.
Navigation	Educators and students can navigate the material independently. Instructions are clear and understandable. The material is well organized	The material contains understandable instructions. Students may need some educator support.	The material is only usable with direct educator support.	Instructions are unclear, and navigation is difficult.

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Instructional Support	Material includes instruction aligned to World Language Core "I Can" statements. Uses integrated performance assessments (IPAs), learning targets, and scaffolds for intercultural and language proficiency growth.	Includes support such as lesson plans, differentiated instruction, and examples of experiential learning.	Contains limited instructional support or misaligned strategies.	Provides no instructional support.
Assessments	Material includes IPAs and formative/summative assessments aligned to World Language Core. Provides culturally authentic contexts and tasks aligned to proficiency indicators.	Contains summative assessments aligned to World Language Core but lacks IPA tasks or cultural relevance.	Includes assessments with limited feedback or real-world relevance.	Does not provide any assessment material.

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Ethnic Studies and Shared Values and Character Traits [Total: 6 points possible]				
Items	**Extensive (3)**	**Adequate (2)**	**Inadequate (1)**	**None (0)**
Ethnic Studies (Ethnic studies in core standards and curriculum should be a *narrowly tailored* incorporation of age-appropriate opportunities that *naturally arise* through education *without pretextual effort* in courses, programs, or activities where ethnic studies is not a primary focus. The material should incorporate a curriculum of people and cultures that reflect the state's	Instructional materials should integrate opportunities for students to investigate global cultural products (e.g., tools, music, art), practices (e.g., social interactions, communication styles, traditions), and perspectives (e.g., values, beliefs, attitudes) in a manner that directly aligns with established intercultural standards, specifically CPP (Cultural Products and Practices), CP (Cultural Perspectives), and CIA (Culture in Comparison and Interconnection). The materials should actively foster the development of	The instructional materials reflect a global perspective by incorporating some attention to the diverse cultures represented in the target language. This includes explicit references and opportunities for students to engage in cultural comparisons between their own culture(s) and those associated with the language they are learning.	The material has limited themes of social and cultural histories within the United States and globally. The material provides limited examples of inclusive or cultural real-life experiences and does not include diverse characters.	The material does not meet the requirements within the ethnic studies core standards and curriculum requirements. (53E-4-204.1).

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various demographics *without commentary that seeks to violate the neutrality* standard established in codes: 53B-1-118, 53G-2-103, 53G-2-104, 53G-2-105, 67-27-107,	intercultural competence by encouraging students to move beyond their own cultural frame of reference and engage with diverse worldviews. Furthermore, the instructional resources must explicitly demonstrate respect for the richness and complexity of diverse cultures, ensuring that this respect is evident in both content and pedagogical approaches. This demonstration of respect should also align with Utah's demographic representation, reflecting the diverse cultural backgrounds of students within the state and promoting inclusivity in the learning environment.			

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Shared Values and Character Traits	This section of the rubric emphasizes the integration of intercultural competence within world language instruction. It mandates the inclusion of realistic intercultural scenarios designed to encourage students to engage in comparative cultural analysis. Through these scenarios, students not only identify similarities and differences between their own culture and the target culture(s) but also critically reflect upon fundamental character values such as respect, empathy, and the principles of global citizenship. The materials should actively foster meaningful interaction by showcasing and promoting culturally appropriate communication strategies	The material focuses on the shared values of diverse people and communities, the common elements that unite Utahns, and displays some character traits in its imagery and content. It aims to cultivate character traits in students, such as courage, leadership, intelligence, integrity, honesty, respect, morality, civility, duty, honor, and service, along with principles found in the Constitution. Addresses character traits and civic virtues with limited application to language and culture.	The material lacks a sense of shared values or common elements that unite Utahns. Furthermore, the material has limited resources addressing civic and character education.	The material does not meet the requirements within the ethnic studies core standards and curriculum requirements (53E-4-204.1) and civic and character education. (53G-10-204)

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	and behaviors. Furthermore, the incorporation of authentic materials, derived from real-world cultural contexts, is crucial for providing students with genuine exposure to the target language and its associated cultures, thereby enhancing their overall intercultural understanding and communicative abilities.			

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Material Characteristics [Total Points:9]				
Items	**Extensive (3)**	**Adequate (2)**	**Inadequate (1)**	**None (0)**
Physical Characteristics	High-quality instructional materials for world languages incorporate culturally authentic images and multimedia resources presented in the target language. These visuals should be interactive, up-to-date, and captivating, drawing directly from genuine cultural environments. The inclusion of such resources serves to enhance student engagement and provide a more immersive and relevant learning experience, fostering a deeper understanding of the target culture alongside language acquisition.	Includes images or audio/visual examples in target language.	The material offers limited or low-quality audio-visual and tactile experiences for students, but it is reusable.	The content either has low audio-visual quality or is not intended for reuse. No visual support.

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Material Characteristics [Total Points:9]				
Technical Standards	Accessibility, Privacy, and Practicality. The instructional materials adhere to established accessibility standards, ensuring usability for individuals with diverse needs. Furthermore, the materials incorporate robust data privacy assurances, safeguarding sensitive information. Practical considerations extend to ease of access and installation, streamlining the implementation process. The materials demonstrate clear alignment with the American Council on the Teaching of Foreign Languages (ACTFL) standards, reflecting best practices in language education. Finally, transparent licensing	The materials meet all the requirements of federal and state laws, as well as accepted technical standards such as ISTE Standards and VPAT Compliance. Additional technical specifications and limitations, including hardware requirements, bandwidth demands, and software/web access restrictions, are clearly outlined in the description. The design of the materials allows for error-free installation or access without the need to purchase additional components.	The material is constrained by specifications that require additional materials, technical assistance, hardware, software, or infrastructure. Access to resources within the material expires after a trial period.	Student data privacy is at risk or lacks accessibility compliance.

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Material Characteristics [Total Points:9]				
	terms are provided, clarifying usage rights and permissions.			
Adaptability	Designed with World Language proficiency pathways (Novice to Advanced) in mind. Can be customized for varied learner levels and intercultural objectives.	Educators or students can utilize the material, but it may not be customizable for the needs of diverse learners. Usable across multiple levels, with basic adaptability.	The material has limited options to address adaptability for the needs of diverse learners.	The material is not suitable for different educational settings with diverse learners.

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