



Multilingual Learner Supports

Review Criteria v2.0

English Language Arts

Grades K-2

Figure 1: MLL Criteria for Review of ELA Materials (Grades K-12)

Criterion 1: MLLs’ Full and Complete Participation in Grade-Level Content

Do the materials include necessary components of curriculum to allow MLLs to fully participate in grade-level content? These indicators are integrated into content-area tools in key places crucial to content.

Criterion 2: Coherence of MLL Supports

Are MLL supports intentionally developed over time and do they reflect the interdependence of language and content?

Criterion 3: Teacher Guidance

Do materials provide guidance for all teachers to effectively implement the provided strategies and supports for MLLs?

Criterion 4: Assessment

Do materials provide guidance for teachers on how MLLs can demonstrate their knowledge and understanding of grade-level content, regardless of language ability, as well as providing guidance on formatively assessing for language alongside content?

Criterion 1

MLLs’ Full and Complete Participation in Grade-Level Content

To identify the Criterion rating, educators use evidence gathered to score indicators related to each indicator.

Criterion 1 MLL indicators are connected to the content indicators focusing on knowledge building through texts, questions, and tasks in each tool. Indicator names reflect the content indicator they are connected to using this naming convention: *(Content Indicator).MLL*. Each indicator in this criterion relies on the same research-based measures of quality for MLLs’ simultaneous development of content and language, which are detailed in the Evidence Guide. To ensure that MLLs can fully and completely participate in all aspects of the content crucial to high-quality instructional materials, each indicator in this criterion has been constructed in the following manner: “Materials provide support for MLLs’ full and complete participation in *(connected content indicator language)*.”

Criterion 1: Materials include necessary components of curriculum to allow MLLs to fully participate in grade-level content, integrated into content-area tools in key places crucial to content.

| Indicators + Scoring Criteria | Scoring |
|---|---------|
| 2c.MLL The materials amplify rather than simplify texts while maintaining complexity to provide access for MLLs without watering down texts. | 0 1 2 |
| 2g.MLL Materials provide support for MLLs’ full and complete participation in text-based questions, tasks, and assignments, as well as the demonstration of their thinking in various formats. | 0 1 2 |
| 2h.MLL Materials provide support for MLLs’ full and complete participation in developing their ability to comprehend complex ideas within and across texts through their full and complete participation in opportunities to analyze and evaluate texts. | 0 1 2 |
| 2j.MLL Materials provide support for MLLs’ full and complete participation in listening and speaking about texts they are reading. | 0 1 2 |
| 2k.MLL Materials provide support for MLLs’ full and complete participation in the explicit instruction of independent word-learning strategies and key vocabulary words to build knowledge within and across texts. | 0 1 2 |
| 2l.MLL Materials provide supports for MLLs’ full and complete participation in the practice of independent word-learning strategies, as well as newly taught vocabulary words. | 0 1 2 |
| 2m.MLL Materials provide support for MLLs’ full and complete participation in the explicit instruction of sentence composition appropriate to grade-level standards. | 0 1 2 |
| 2n.MLL Materials provide support for MLLs’ full and complete participation in sentence composition practice and editing of their own writing, appropriate for their grade level. | 0 1 2 |
| 2p.MLL Materials provide support for MLLs’ full and complete participation in all instruction of varied writing processes. | 0 1 2 |
| 2q.MLL Materials provide support for MLLs’ full and complete participation in opportunities to practice the writing process using evidence-based strategies. | 0 1 2 |
| 2r.MLL Materials provide support for MLLs’ full and complete participation in opportunities to practice evidence-based writing (by drawing from the texts and knowledge built throughout the unit) to ask and answer questions about key details in a text. | 0 1 2 |
| 2s.MLL Materials provide support for MLLs’ full and complete participation in the explicit instruction of research skills that guide shared research to develop students’ knowledge using multiple texts and source materials. | 0 1 2 |
| 2t.MLL Materials provide support for MLLs’ full and complete participation in opportunities to apply research skills to develop their knowledge of topics. | 0 1 2 |

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

NOTE: While MLL indicators are embedded into content to illustrate where within the content multilingual learners are and are not supported, the scores are reported separately as part of MLL criteria.

| | | |
|------------------------|-----------|---|
| Total Available Points | 26 | Meets: 20-26 Partially Meets: 13-19 Does Not Meet: < 13 |
|------------------------|-----------|---|

Criterion 2

Coherence of MLL Supports

To identify the Criterion rating, educators use evidence gathered to score indicators related to each indicator.

Criterion 2 MLL indicators are connected to the content Criterion 2.2 focusing on knowledge building through reading, writing, and language comprehension in each tool. Indicator names reflect the content criteria they are connected to using this naming convention: *(Content Criterion).MLL*. Some content criteria have more than one associated MLL indicator; in these cases, a number will follow the indicator name.

Criterion 2: MLL supports are intentionally developed over time and reflect the interdependence of language and content.

| Indicators + Scoring Criteria | Scoring |
|---|---------|
| 2.2.MLL-1 Materials intentionally develop language in ways valued by disciplinary practices over time, across lessons, units, and throughout the course. | 0 1 2 |
| 2.2.MLL-2 Materials include a scope & sequence that develops different language learning goals over time (activities, lessons, units, courses), similar to the progression of content and practice learning objectives, to build toward student independence. | 0 1 |
| 2.2.MLL-3 Materials include language goals/objectives that are incorporated at the individual lesson level. | 0 2 3 4 |

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

NOTE: While MLL indicators are embedded into content to illustrate where within the content multilingual learners are and are not supported, the scores are reported separately as part of MLL criteria.

| | | |
|------------------------|----------|--|
| Total Available Points | 7 | Meets: 5-7 Partially Meets: 3-4 Does Not Meet: < 3 |
|------------------------|----------|--|

Criterion 3

Teacher Guidance

To identify the Criterion rating, educators use evidence gathered to score indicators related to each indicator.

Criterion 3 MLL indicators are connected to the content Gateway 3 focusing on teacher and student supports in each tool. Indicator names reflect the content criteria they are connected to using this naming convention: *(Content Criterion).MLL*. Some content criteria have more than one associated MLL indicator; in these cases, a number will follow the indicator name. In Criterion 3, there are also MLL indicators that parallel a specific content indicator within the connected criterion. These indicator names reflect the content indicator they are connected to using this naming convention: *(Content Indicator).MLL*. For example, 3e.MLL mirrors 3e in the ELA tools.

Criterion 3: Materials provide guidance for all teachers to effectively implement the provided strategies and supports for MLLs.

| Indicators + Scoring Criteria | Scoring |
|---|---------|
| 3e.MLL Materials provide explanations of the instructional approaches of the program for MLLs and the identification of the research-based strategies. | 0 1 2 |
| 3.1.MLL-1 Materials provide teacher guidance to support MLL students and to utilize the strategies, supports, and/or accommodations found. | 0 1 2 |
| 3.1.MLL-2 Materials include guidance for teachers to engage students in drawing attention to the use and development of language functions within disciplinary practices, allowing students to link language to concepts. | 0 1 |
| 3.1.MLL-3 Materials guide teachers on how to match students with language supports, progressing along a continuum, and to be responsive to students' current language development in relation to the content. | 0 1 2 |
| 3.1.MLL-4 Materials provide guidance for teachers around using suggested scaffolds and supports with different program models for MLLs. | 0 1 |
| 3m.MLL Materials include guidance for intentional and flexible grouping structures for MLLs to ensure equitable participation. | 0 1 2 |
| 3.2.MLL-1 Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning. | 0 1 2 |
| 3.2.MLL-2 Materials provide scaffolds and supports in an equitable way. | 0 1 |

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

NOTE: While MLL indicators are embedded into content to illustrate where within the content multilingual learners are and are not supported, the scores are reported separately as part of MLL criteria.

| | | |
|------------------------|----|---|
| Total Available Points | 13 | Meets: 7-13 Partially Meets: 4-6 Does Not Meet: < 4 |
|------------------------|----|---|

Criterion 4

Assessment

To identify the Criterion rating, educators use evidence gathered to score indicators related to each indicator.

Criterion 4 MLL indicators are connected to the content Criteria 2.2 and 3.2 focusing on assessments in each tool. Indicator names reflect the content criteria they are connected to using this naming convention: *(Content Criterion).MLL*. Some content criteria have more than one associated MLL indicator; in these cases, a number will follow the indicator name. In Criterion 4, there are also MLL indicators that parallel a specific content indicator within the connected criterion. These indicator names reflect the content indicator they are connected to using this naming convention: *(Content Indicator).MLL*. For example, 3n.MLL mirrors 3n in the ELA tools.

Criterion 4: Materials provide guidance for teachers on how MLLs can demonstrate their knowledge and understanding of grade-level content, regardless of language ability, as well as providing guidance on formatively assessing for language alongside content.

| Indicators + Scoring Criteria | Scoring |
|--|---------|
| 3n.MLL Assessments offer accommodations that allow MLLs to demonstrate their knowledge and skills without changing the content of the assessment. | 0 1 |
| 2.2.MLL-4 Materials include a formative assessment plan for language alongside content that includes a connection to established unit/lesson language goals. | 0 1 2 |
| 2.2.MLL-5 Materials include guidance for gathering, analyzing, using, and communicating language and content data from formative assessments in a cycle of continuous improvement. | 0 1 2 |

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

NOTE: While MLL indicators are embedded into content to illustrate where within the content multilingual learners are and are not supported, the scores are reported separately as part of MLL criteria.

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|------------------------|---|--|
| Total Available Points | 5 | Meets: 4-5 Partially Meets: 2-3 Does Not Meet: < 2 |
|------------------------|---|--|