

STANDARDS SAMPLING

California Common Core State Standards for Spanish

This activity is to do a side-by-side comparison of standards development to determine which materials best meet the learning needs of your students. The sampling of three standards provides a good indicator of match. In conducting the sampling, refer to the District Chart of Needs for Students and Teachers.

1. Choose three standards important to the success of student Spanish achievement. Since most standards include multiple concepts, choose just one concept as you focus for sampling.
2. For each selected standard, complete the Sampling survey for each textbook program reviewed. You will need one survey form per standard, per program for each committee/group conducting the review.
3. Use the table of contents, index, pacing guide, and/or standards map to find all places in the program where the identified standard is presented. Note the location and page reference (e.g., Teacher Edition p. 210; Student Edition p. 210; Language Supplement p. 48).
4. As you gather evidence take notes and mark whether it is evidence of strength "+" or concern "?". Answer each questions outlined below. Assign points to each element using the following rubric:

1 = Does not meet district needs 2 = Meets district needs
3 = Meets UC requirements & district needs 4 = Exemplary-Aligned with CCSS

5. Compare the results of this analysis to determine which programs meet the district needs well enough to merit further review and which materials no not merit further review.

STANDARD SAMPLING of California Common Core State Standards

Program Title and Publisher:

Program Type:

- CORE
 INTERVENTION
 ENRICHMENT

Content Standard(s):

Grade	Strand	Number	Standard

Program Component(s):

	<i>Page number and component where standard instruction and support are found (e.g., ELD p. 278).</i>
Teacher Edition:	
Student Edition:	
Supplement(s):	
Technology:	
Other:	

Standard Sampling UNIVERSAL ACCESS		Score: <i>1 = Does NOT meet district needs</i> <i>2 = Meets district needs</i> <i>3 = Meets UC requirements & district needs</i> <i>4 = Exemplary-Aligned with CCSS</i>	+ Strength ? Concern	Score
1. What support is provided for English Language Learners (e.g., visual aides, advanced or graphic organizers such as word webs or concept maps, manipulatives, reference charts, word walls, etc.)?	<i>Evidence:</i>			
2. What support is provided for Special Education students (e.g., modified or alternative tasks, advanced graphic organizers, tactile or auditory support, etc.)?				
3. What opportunities are provided for advanced learners to deepen or extend their understanding of the standard (e.g., complex tasks, extension of learned skills, links to other content areas, special challenges, etc.)?				
4. How well do the Universal Access strategies present the concept in an alternative form (e.g., hands-on, different context, etc.)?				
		Total:		

Standard Sampling SPANISH CONTENT		Score: <i>1 = Does NOT meet district needs</i> <i>2 = Meets some of district needs</i> <i>3 = Meets UC requirements & district needs</i> <i>4 = Exemplary-Aligned with CCSS</i>	+ Strength ? Concern	Score
1. Is the Spanish content superficial or does it deepen conceptual understanding & language fluency,?	<i>Evidence:</i>			
2. How well does "Teacher Background" prepare a new teacher or a teacher new to the grade level to: <ul style="list-style-type: none"> • Present the concept? • Build language fluency? • Build understanding of the language? • Make connections between conceptual understanding, language fluency? 				
3. What suggestions are provided to prevent or correct the development of misconceptions as students learn?				
4. How does the program support the teacher in facilitating discourse about this concept?				
		Total:		

Standard Sampling INSTRUCTIONAL PROGRAM		Score: <i>1 = Does NOT meet district needs</i> <i>2 = Meets district needs</i> <i>3 = Meets UC requirements & district needs</i> <i>4 = Exemplary-Aligned with CCSS</i>		+ Strength ? Concern	Score
1. When the concept is first introduced, what connections are made to students' lives and prior knowledge?	<i>Evidence:</i>				
2. What materials are available to help with the learning of vocabulary essential to understanding this standard: <ul style="list-style-type: none"> • Definitions with visuals and examples? • Pronunciations? • Words used in context and in sentences? • Suggestions for teaching and practicing both academic language (prove, analyze) and content vocabulary (denominator, divide)? 					
3. How well do the different types of student work support: <ul style="list-style-type: none"> • Developing conceptual understanding? Is there evidence of a progression from concrete to pictorial to more abstract means of learning concepts? • Learning and practicing the necessary skills and procedures? Is there evidence of developing skills in the context of problem solving and investigations? 					

<p>4. What kinds of practice of the standard are there for students to:</p> <ul style="list-style-type: none"> • Immediately practice the skill or concept? • Revisit and apply what has been learned later in the program? • Revisit and apply what has been learned in a different context (e.g., area model to practice multiplication, metric measurement to practice computation with decimals)? 	<p><i>Evidence:</i></p>		
<p>5. How does technology support a balanced curriculum of this standard for:</p> <ul style="list-style-type: none"> • Conceptual understanding? • Skills and procedures? • Language fluency? • Applying their understanding to solve problems? 			
<p>6. Are the technology-based activities engaging for students?</p>			
		Total:	

Standard Sampling

ASSESSMENT

Score:

- 1 = Does NOT meet district needs*
- 2 = Meets district needs*
- 3 = Meets UC requirements & district needs*
- 4 = Exemplary-Aligned with CCSS*

+ Strength
? Concern

Score

1. What support is available to help teachers check for student misconceptions?	<i>Evidence:</i>		
2. How well do the progress monitoring assessments inform instruction of this concept (e.g., distracters in the multiple choice items provide information on student understanding and/or misconceptions)?			
3. How well do the assessments adequately assess student procedural knowledge & language fluency?			
Total:			