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Multilingual Learner Supports Review Criteria v2.0

Mathematics

Grades 6-8

Figure 1: MLL Criteria for Review of Math Materials (Grades 6-8)

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?

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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 grade-level standards and the CCSS expectations for rigor and mathematical practices 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.

The following MLL indicators are connected to the content indicators in each tool focusing on grade-level standards and the CCSS expectations for rigor and mathematical practices.

6-8 Math
1d.MLL
2a.MLL
2b.MLL
2c.MLL
2e.MLL
2f.MLL
2g.MLL
2h.MLL
2i.MLL
2j.MLL
2k.MLL
2l.MLL

Each Integrated Indicator is worth two points, with scoring for Criterion 1 for each tool as follows:

	6-8 Math
Total Available Points	24
Meets	18 - 24
Partially Meets	12-17
Does Not Meet	<12

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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 grade-level focus standards and coherence and consistency with college- and career-ready standards 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
1.2.MLL-1	Materials intentionally develop language in ways valued by disciplinary practices over time, across lessons, units, and throughout the course.	0 1 2
1.2.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
1.2.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.

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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 1.1 and 3.2 focusing on assessments in each tool. Indicator names reflect the content criteria they are connected to using this naming convention: *(Content*

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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 math 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
1.1.MLL-1	Materials include a formative assessment plan for language alongside content that includes a connection to established unit/lesson language goals.	0 1 2
1.1.MLL-2	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.

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

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