SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

All submissions must be aligned to the Tennessee World Language Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.

Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials. Evaluators of materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.

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GRADES 9-12 MODERN LANGUGES: LOGOGRAPHIC
SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

<mark>Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:</mark>
<mark>e.g.: "for example"; examples that could be used, but examples are not limited to those listed</mark>

All submissions must be aligned to the Tennessee State World Language Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.

SECTION I. Alignment to Tennessee State World Language Standards (Modern Alphabetic)

Part A. The instructional materials represent 80% alignment with the Tennessee World Languages Standards and explicitly focus teaching and learning that meet Modern Language Standards that are age-appropriate at a level of rigor necessary for students to reach mastery:

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CORNERSTONE: Communication (C1)				
Performance Level	**Standard C1.1** *Interpretive Communication – Listening*	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.			
Novice Low (NL) ML.C1.1.NL.a–c	Novice Low Learners use memorized words and some phrases to a) greet peers. b) state one's name. c) answer a few basic questions.			
Novice Mid (NM) ML.C1.1.NM.a-g	Novice Mid Learners use memorized words and phrases to a) greet and leave people in a polite way. b) introduce oneself and others. c) answer a variety of basic questions. d) make some basic statements in a conversation. e) ask some basic questions. f) communicate basic information about oneself and familiar people. g) communicate some basic information about everyday life.	V V V V V V V		
These materials meet with at least 80% of C1.1 standards required for Level 1 Modern Logographic Language courses.		Yes V	No	Notes (Optional)

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Novice High (NH) ML.C1.1.NH.a-e	Novice High Learners begin to use simple sentences to a) exchange some personal information. b) exchange information based on texts, graphs, or pictures. c) ask for and give simple directions. d) make plans with others. e) interact with others in everyday situations.			
These materials meet with at least 80% of C1.1 standards required for Level 2 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Intermediate Low (IL) ML.C1.1.IL.a-d	Intermediate Low Learners create basic sentences to a) have a conversation on a number of everyday topics. b) ask and answer questions about familiar factual information. c) use the language to meet basic needs in familiar situations. d) use practiced or memorized expressions to begin to indicate various time frames.			
These materials meet with at least 80% of C1.1 standards required for Level 3 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

		Yes	No	Notes (Optional)
Intermediate Mid (IM) ML.C1.1.IM.a-e	Intermediate Mid Learners create and begin to connect sentences to a) start, maintain, and end a conversation on a variety of familiar topics. b) discuss daily activities and personal preferences. c) handle tasks related to personal needs. d) exchange information about subjects of special interest. e) use language in various time frames with occasional success.			
These materials meet with at least 80% of C1.1 standards required for Levels 4 and 5 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Intermediate High (IH) ML.C1.1.IH.a-d	Intermediate High Learners create and connect sentences to a) explore information related to areas of personal interest. b) handle a task that requires multiple steps. c) navigate a situation that may have a complication. d) use language in various time frames with regular success.			

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Advanced Low (AL) ML.C1.1.AL.a-e	Advanced Low Learners create sequences of sentences to a) participate in conversations on a wide variety of topics that go beyond everyday life. b) compare and contrast life in different locations and in different historical periods. c) resolve an unexpected complication that arises in a familiar situation. d) conduct or participate in interviews. e) use language in various time frames with frequent success.			
Advanced Mid (AM) ML.C1.1.AM.a-c	Advanced Mid Learners create sequences of detailed sentences to a) communicate effectively on a wide variety of present, past, and future events. b) exchange general information on topics outside a field of interest. c) resolve a complication or unexpected turn of events.			
Advanced High (AH) ML.C1.1.AH.a-c	Advanced High Learners create sequences of complex sentences to a) exchange complex information about academic and professional tasks. b) exchange detailed information on topics within and beyond a field of interest. c) support opinions and construct hypotheses.			

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		Yes	No	Notes: (Optional)
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*		Yes	No	N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Performance Level	**Standard C1.2** *Interpretive Communication– Listening* Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Novice Low (NL) ML.C1.2.NL.a-b	Novice Low Learners recognize memorized words and some phrases to a) identify the sound of a letter or character. b) determine isolated words, particularly when accompanied by gestures or pictures.			
Novice Mid (NM) ML.C1.2.NM.a-b	Novice Mid Learners recognize memorized words and phrases to a) identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions). b) isolate words and phrases that they have learned for specific purposes.	V V		
These materials meet with at least 80% of C1.2 standards required for Level 1 Modern Logographic Language courses.		Yes V	No	Notes (Optional)

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Novice High (NH) ML.C1.2.NH.a-d	Novice High Learners begin to recognize simple sentences to a) comprehend basic questions or statements on familiar topics. b) understand simple information when presented with pictures, graphs, and other visual supports. c) indicate the main idea of a simple conversation on familiar topics. d) follow the narrative of a simple story being read aloud.			

<mark>Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:</mark>
<mark>e.g.: "for example"; examples that could be used, but examples are not limited to those listed</mark>

	Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.2 standards required for Level 2 Modern Logographic Language courses.			N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Intermediate Low (IL) ML.C1.2.IL.a-b	Intermediate Low Learners recognize basic sentences to a) determine the main idea of texts and interactions related to everyday life. b) follow questions and simple statements on familiar topics when participating in a conversation.			

	Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.2 standards required for Level 3 Modern Logographic Language courses.			N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Intermediate Mid (IM) ML.C1.2.IM.a-b	Intermediate Mid Learners begin to recognize connected sentences to a) determine some details of texts and interactions related to everyday life. b) recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life.			
These materials meet with at least 80% of C1.2 standards required for Levels 4 and 5 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Intermediate High (IH) ML.C1.2.IH.a-c	Intermediate High Learners recognize connected sentences to a) comprehend straightforward information or interactions. b) determine many details in advertisements, announcements, and other simple texts. c) understand situations with complicating factors.			
Advanced Low (AL) ML.C1.2.AL.a-b	Advanced Low Learners recognize sequences of sentences to a) follow stories and descriptions in various time frames. b) determine the details of advertisements, announcements, and other texts			

		Yes	No	
Advanced Mid (AM) ML.C1.2.AM.a-c	Advanced Mid Learners recognize sequences of detailed sentences to a) isolate details of complex descriptions or interviews. b) comprehend accounts of events. c) follow directions and multi-step instructions.			
Advanced High (AH) ML.C1.2.AH.a-c	Advanced High Learners recognize sequences of complex sentences to a) analyze detailed reports, debates, and interviews. b) evaluate various viewpoints in extended arguments. c) judge discussions and presentations on many concrete and abstract topics.			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*		Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Performance Level	Standard C1.3 *Interpretive Communication- Reading* Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Novice Low (NL) ML.C1.3.NL.a-b	Novice Low Learners recognize memorized words and some phrases to a) identify a few letters or characters. b) connect some words, phrases, or characters to their meaning.			

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Novice Mid (NM) ML.C1.3.NM.a-b	Novice Mid Learners recognize memorized words and phrases to			
	a) identify words, phrases, and characters with support of visuals.	V		
	b) distinguish words, phrases, and characters associated with familiar topics.	V		

		Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.3 standards required for Level 1 Modern Logographic Language courses.		V		

Novice High (NH) ML.C1.3.NH.a-c	Novice High Learners begin to recognize simple sentences to a) understand short, simple texts on familiar topics. b) understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs). c) comprehend simple descriptions with visual support.			

		Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.3 standards required for Level 2 Modern Logographic Language courses.				N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Intermediate Low (IL) ML.C1.3.IL.a-c	Intermediate Low Learners recognize basic sentences to a) understand short texts of personal interest. b) identify some basic information needed to fill out forms. c) infer basic information from a variety of media (e.g., weather reports, job postings).			

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		Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.3 standards required for Level 3 Modern Logographic Language courses.				N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Intermediate Mid (IM) ML.C1.3.IM.a-b	Intermediate Mid Learners begin to recognize connected sentences to a) articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). b) understand simple written exchanges between other people.			

		Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.3 standards required for Levels 4 and 5 Modern Logographic Language courses.				N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Intermediate High (IH) ML.C1.3.IH.a-b	Intermediate High Learners recognize connected sentences to a) articulate the main idea of texts related to everyday life, personal interests, and school studies. b) follow some accounts of events and experiences in various time frames.			

		Yes	No	Notes
Advanced Low (AL) ML.C1.3.AL.a-e	Advanced Low Learners recognize sequences of sentences to a) articulate the main idea and some supporting details on a variety of topics of personal and general interest. b) find and use information for practical purposes. c) follow stories and descriptions in various time frames and genres. d) research materials to make an informed choice. e) follow written multi-step instructions.			
note	<mark>Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:</mark> <mark>e.g.: "for example"; examples that could be used, but examples are not limited to those listed</mark>			
Advanced Mid (AM) ML.C1.3.AM.a-b	Advanced Mid Learners recognize sequences of detailed sentences to a) articulate the main idea and supporting details on some unfamiliar topics. b) follow stories and descriptions of considerable length in various time frames.			
Advanced High (AH) ML.C1.3.AH.a-b	Advanced High Learners recognize sequences of complex sentences to a) understand narrative, descriptive, and informational texts of any length. b) read about topics of special interest and abstract concepts.			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. However, they do not have to be met in order to pass the rubric.		Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

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Performance Level	Standard C1.4 *Presentational Communication– Speaking*	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.			
Novice Low (NL) ML.C1.4.NL.a-c	Novice Low Learners use memorized words and some phrases to a) present limited personal information. b) state the names of familiar people, places, and objects with visual support. c) recite short songs and simple rhymes or chants.			
Novice Mid (NM) ML.C1.4.NM.a-e	Novice Mid Learners use memorized words and phrases to a) describe familiar items in one's immediate environment. b) describe oneself and others. c) state likes and dislikes. d) describe daily activities. e) present simple information about familiar topics.	V V V V V		
		Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.4 standards required for Level 1 Modern Logographic Language courses.		V		
Novice High (NH) ML.C1.4.NH.a-c	Novice High Learners begin to use simple sentences to a) describe a familiar event, experience, or topic. b) present basic information about a familiar person, place, or thing. c) give basic instructions.			

		Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.4 standards required for Level 2 Modern Logographic Language courses.				N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Intermediate Low (IL) ML.C1.4.IL.a-e	Intermediate Low Learners create basic sentences to a) describe people, activities, events, and experiences. b) express needs, wants, and preferences on topics of interest. c) interpret and discuss instructions, directions, and maps. d) present songs, short skits, or dramatic readings. e) use practiced or memorized expressions to begin to indicate various time frames.			
These materials meet with at least 80% of C1.4 standards required for Level 3 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Intermediate Mid (IM) ML.C1.4.IM.a-d	Intermediate Mid Learners create and begin to connect sentences to a) discuss one's personal and social experiences. b) present information about something learned or researched. c) express a viewpoint about common interests and issues. d) use language in various time frames with occasional success.			

These materials meet with at least 80% of C1.4 standards required for Levels 4 and 5 Modern Logographic Language courses.	Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Intermediate High (IH)
ML.C1.4.IH.a-d
	Intermediate High Learners create and connect sentences to
	
	    a) research and describe more sophisticated academic topics within the content areas.
	    b) present information about events, activities, and topics of particular interest.
	    c) defend a point of view with supporting evidence.
	    d) use language in various time frames with some success.			

Advanced Low (AL)
ML.C1.4.AL.a-d
	Advanced Low Learners create sequences of sentences to
	
	    a) develop short, organized presentations on various academic, career-related, social, or cultural topics.
	    b) explain issues of public and community interest, including different viewpoints.
	    c) create short presentations for a specific audience.
	    d) use language in various time frames with regular success.			

Advanced Mid (AM)
ML.C1.4.AM.a-c
	Advanced Mid Learners create sequences of detailed sentences to
	
	    a) develop well-organized information about events of public, professional, or personal interest.
	    b) convey ideas and elaborate on a variety of topics.
	    c) use language in various time frames with frequent success.			

		Yes	No	
Advanced High (AH) ML.C1.4.AH.a-c	Advanced High Learners create sequences of complex sentences to a) present detailed information on abstract topics and issues. b) utilize precise language to clearly present a viewpoint with supporting arguments on a complex issue. c) use culturally authentic presentational conventions and strategies.			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*		Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Performance Level	**Standard C1.5** *Presentational Communication– Writing*	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.			
Novice Low (NL) ML.C1.5.NL.a-b	Novice Low Learners use memorized words and some phrases to a) copy some letters, words, and phrases presented from a variety of texts. b) label familiar people, places, and objects in pictures and posters.			
Novice Mid (NM) ML.C1.5.NM.a-c	Novice Mid Learners use memorized words and phrases to a) fill out a simple form with some basic personal information. b) write about oneself. c) make lists that aid in day-to-day life.	V V V		

		Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.5 standards required for Level 1 Modern Logographic Language courses.		V		
Novice High (NH) ML.C1.5.NH.a-c	Novice High Learners begin to use simple sentences to a) describe daily life in a letter, email, blog, or discussion board. b) describe a familiar experience or event using practiced material. c) ask for basic information.			
These materials meet with at least 80% of C1.5 standards required for Level 2 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Intermediate Low (IL) ML.C1.5.IL.a-f	Intermediate Low Learners create basic sentences to a) describe people, activities, events, and experiences. b) prepare materials for a presentation. c) give basic instructions on how to make or do something. d) write about topics of student interest. e) ask questions to obtain information. f) use practiced or memorized expressions to begin to indicate various time frames.			

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		Yes	No	Notes (Optional)
These materials meet with at least 80% of C1.5 standards required for Level 3 Modern Logographic Language courses.				N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Intermediate Mid (IM) ML.C1.5.IM.a-d	Intermediate Mid Learners create and begin to connect sentences to a) write messages, announcements, and invitations. b) compose a simple paragraph about a learned or researched topic. c) create communications for an authentic audience. d) use language in various time frames with occasional success.			
These materials meet with at least 80% of C1.5 standards required for Levels 4 and 5 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Intermediate High (IH) ML.C1.5.IH.a-b	Intermediate High Learners create and connect sentences to a) research a problem or topic (e.g. academic, career, community, entertainment, or social). b) indicate various time frames with some success			

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Advanced Low (AL) ML.C1.5.AL.a-d	Advanced Low Learners create sequences of sentences to a) conduct basic academic tasks (e.g., peer review, essay revisions, note taking). b) respond to basic social and civic issues (e.g., letter to the editor, letter of advice, online journal, online discussion forum). c) conduct basic career tasks (e.g., memo, multi-step project plan, resumé). d) Indicate various time frames with regular success.		
Advanced Mid (AM) ML.C1.5.AM.a	Advanced Mid Learners create sequences of detailed sentences to a) write well-organized texts for a variety of academic, professional, and social purposes.		

<p style="background-color: yellow">Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:
    e.g.: "for example"; examples that could be used, but examples are not limited to those listed</p>

		Yes	No	Notes: (Optional)
Advanced High (AH) ML.C1.5.AH.a-b	Advanced High Learners create sequences of complex sentences to a) write using the conventions of the target language and culture to present and elaborate on a point of view. b) write using the conventions of the target language and culture for formal purposes.			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*		Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

CORNERSTONE: Culture (C2)				
Performance Level	Standard C2.1 *Relating Cultural Practices to Perspectives*	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.			
Novice Range (NR) ML.C2.1.NR.a-g	Novice Range Learners a) use appropriate gestures and oral expressions in social interactions.	V		
	b) identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).	V		
	c) use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues).	V		
	d) list practices and ask simple questions after viewing media about everyday life.	V		
	e) identify characteristics of culturally specific events.	V		
	f) simulate age-appropriate practices from the target culture.	V		
	g) identify cultural practices from authentic materials (e.g., videos or news articles).	V		
		Yes	No	Notes (Optional)
These materials meet with at least 80% of C2.1 standards required for Levels 1 and 2 Modern Logographic Language courses.		V		
Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed				

Intermediate Range (IR) ML.C2.1.IR.a-h	Intermediate Range Learners a) examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. b) identify and begin to use both formal and informal methods to interact with peers and adults. c) observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment). d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied. e) identify and analyze cultural practices using authentic materials. f) simulate culturally appropriate community interactions. g) interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior. h) begin to adjust language and message to acknowledge audiences with different cultural backgrounds.			
These materials meet with at least 80% of C2.1 standards required for Levels 3-5 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

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		Yes	No	
Advanced Range (AR) ML.C2.1.AR.a-c	Advanced Range Learners a) simulate culturally appropriate behaviors in a variety of settings, authentic or simulated, pertaining to the target culture. b) use language and message appropriately for the intended audience. c) make inferences about cultural perspectives, based on associated practices			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*		Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Performance Level	**Standard C2.2** *Relating Cultural Products to Perspectives* Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Novice Range (NR) ML.C2.2.NR.a-d	Novice Range Learners a) identify tangible and intangible products of the target culture and their purpose. b) determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture. c) identify the author and country of origin of short poems, stories, and plays from the target culture. d) provide simple reasons for the role and importance of products from the target culture.	V V V V		On Page 503, although it provides the story of silk, but it is strongly suggested to tie a poem or a play to standard C. A poem related to Silk can be integrated to this indicator.

		Yes	No	Notes (Optional)
These materials meet with at least 80% of C2.2 standards required for Levels 1 and 2 Modern Logographic Language courses.		V		
Intermediate Range (IR) ML.C2.2.IR.a-c	Intermediate Range Learners a) identify and investigate the function of products of the target culture. b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today. c) identify and analyze cultural products found in literature, news stories, and films from the target culture.			
		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
These materials meet with at least 80% of C2.2 standards required for Levels 3-5 Modern Logographic Language courses.				

Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:
   e.g.: "for example"; examples that could be used, but examples are not limited to those listed

	Advanced Range Learners			
Advanced Range (AR) ML.C2.2.AR.a-e	a) describe how some cultural products have changed or disappeared over time. b) identify, research, and analyze the role and importance of tangible and intangible products from the target culture. c) use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture. d) connect products to associated practices and give evidence-based cultural insights about the target culture. e) identify and analyze the role and importance of cultural products found in literature, news stories, and/or film.			

	Yes	No	Notes: (Optional)
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*			N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

CORNERSTONE: Connections (C3)			

	Standard C3.1 *Making Connections*	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Performance Level	Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.			

					Suggestions:
Novice Range (NR) ML.C3.1.NR.a-i	Novice Range Learners				
	a) identify the target countries on a map.	V			
	b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations).	V			
	c) read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).	V			
	d) use technology and resources introduced in other content areas to explore authentic resources in the target language.	V			
	e) identify the various systems (i.e. measurement and time) used throughout the target countries and in one's own in order to compare time, distance, and size.	V			
	f) discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services.	V			standard f: Instead of providing the actual amount of the currency, an activity can be added on using the currency exchange on that particular day on the internet and have students exchange the currency.
	g) observe climate around the world, giving reasons for weather patterns based on location and time of year.	V			
	h) compare typical food items from the target countries and one's own.	V			
	i) explore people from the past and present who have had an influence locally and/or globally.	V			

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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		Yes	No	Notes (Optional)
These materials meet with at least 80% of C3.1 standards required for Levels 1 and 2 Modern Logographic Language courses.		V		
Intermediate Range (IR) ML.C3.1.IR.a-e	Intermediate Range Learners a) identify and locate the target countries and their geographic features on a map. b) relate topics from other content areas to the target culture. c) explain and sequence the significant events that shaped the identity of the target countries. d) compare attitudes and reactions regarding current events of global importance. e) contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own.			
These materials meet with at least 80% of C3.1 standards required for Levels 3-5 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:
e.g.: "for example"; examples that could be used, but examples are not limited to those listed

			Yes	No	
Advanced Range (AR) ML.C3.1.AR.a-c	Advanced Range Learners a) give and defend one's opinion of media (e.g., movie, book) from the target countries. b) examine different forms of government to compare how leaders in target language countries are chosen or elected. c) research a historically significant innovation or invention, and explain its impact on the target countries.				
	The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*		Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Performance Level	Standard C3.2 *Acquiring Information and Diverse Perspectives*		Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Access and evaluate information and diverse perspectives that are available through the target language and its cultures.				
Novice Range (NR) ML.C3.2.NR.a-d	Novice Range Learners a) identify the content areas and expand on vocabulary for each. b) interpret information from infographics. c) use media from the target culture to increase knowledge of topics from other content areas. d) identify the main idea of current events reported in news from the target culture.	V V V V			

<mark>Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:</mark>
   <mark>e.g.: "for example"; examples that could be used, but examples are not limited to those listed</mark>

		Yes	No	Notes (Optional)
These materials meet with at least 80% of C3.2 standards required for Levels 1 and 2 Modern Logographic Language courses.		V		
Intermediate Range (IR) ML.C3.2.IR.a-e	Intermediate Range Learners a) use age-appropriate authentic sources to prepare presentations on familiar topics. b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States. c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture. d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities). e) compare the perspective of local advertisements with advertisements of the target culture.			
These materials meet with at least 80% of C3.2 standards required for Levels 3-5 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
<mark>Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</mark>				

Advanced Range (AR) ML.C3.2.AR.a-b	Advanced Range Learners a) research and analyze an issue of global importance from the perspective of the target countries. b) examine literature or artwork from the target culture from a historical perspective and explain the importance of the work to the target culture.			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. _However, they do not have to be met in order to pass the rubric._		Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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CORNERSTONE: Comparisons (C4)				
Performance Level	Standard C4.1 *Language Comparisons* Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Novice Range (NR) ML.C4.1.NR.a–f	Novice Range Learners a) recognize and use words that are similar in the target language and one's own language, and predict the reasons for borrowing such words.	V		Suggestion: standard b: although the textbook provides an example of the idiom, the reviewer thinks it will be better to compare the idiom to students' slangs in a daily life.
	b) identify idioms and their functions in one's own language and target language.	V		
	c) compare formal and informal speech in one's own and target language.	V		
	d) compare and contrast the sounds and writing systems of one's own language with the target language.	V		
	e) identify features of language specific to the target language that may not exist in one's own language (e.g., gender, tense, character components).	V		
	f) compare word order between one's own and the target language.	V		
Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed				
		Yes	No	Notes (Optional)
These materials meet with at least 80% of C4.1 standards required for Levels 1 and 2 Modern Logographic Language courses.		V		

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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Intermediate Range (IR) ML.C4.1.IR.a-e	Intermediate Range Learners a) identify expressions that communicate respect and status in one's own and the target language. b) determine words in one's own and target language that have no direct translation. c) recognize how different time frames are expressed in the target language and one's own. d) predict language origins based on awareness of cognates and linguistic similarities. e) investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.		
These materials meet with at least 80% of C4.1 standards required for Levels 3-5 Modern Logographic Language courses.	Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Advanced Range (AR) ML.C4.1.AR.a-b	Advanced Range Learners a) compare linguistic elements that allow expression of time frames (i.e., past, present, and future). b) analyze linguistic features and hypothesize how they may or may not reflect the ways in which cultures organize information and view the world.		
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*	Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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Performance Level	Standard C4.2 *Cultural Comparisons*	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
	Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.			
Novice Range (NR) ML.C4.2.NR.a–e	Novice Range Learners a) contrast tangible and intangible products of the target culture to one's own.	V		
	b) compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits).	V		
	c) compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture.	V		
	d) compare games, stories, songs, and rhymes from the target culture and one's own.	V		
	e) contrast daily life, celebrations, and communities from the target culture and one's own.	V		
		Yes	No	Notes (Optional)
These materials meet with at least 80% of C4.2 standards required for Levels 1 and 2 Modern Logographic Language courses.		V		

Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:
    e.g.: "for example"; examples that could be used, but examples are not limited to those listed

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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Intermediate Range (IR) ML.C4.2.IR.a-f	Intermediate Range Learners a) discuss products' origins and importance by comparing products in one's own and the target culture. b) explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture. c) compare and contrast the role and importance of family in one's own and the target culture. d) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture. e) compare and contrast career choices and preparation in one's own and the target culture. f) explore entertainment and leisure options in one's own and the target culture.			
These materials meet with at least 80% of C4.2 standards required for Levels 3-5 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
<mark>Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:</mark> <mark> e.g.: "for example"; examples that could be used, but examples are not limited to those listed</mark>				

Advanced Range (AR) ML.C4.2.AR.a-e	Advanced Range Learners a) discuss the value placed on resources in one's own and the target culture. b) explain attitudes toward health and wellness in one's own and the target culture. c) compare and contrast the importance placed on individual needs versus community/global needs in one's own and the target culture. d) draw conclusions about the impact of technology use in one's own and the target culture. e) compare and contrast political systems in one's own and the target culture.			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*		Yes	No	Notes: (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
CORNERSTONE: Communities (C5)				
Performance Level	Standard C5.1 *School and Global Communities* Use language to interact both within and beyond the classroom.	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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	Novice Range Learners			
Novice Range (NR) ML.C5.1.NR.a–d	a) identify places in the community where the target language is spoken.	V		
	b) research opportunities for participation in school, community, or language competitions.	V		
	c) access speakers of the language either in person or using technology.	V		
	d) explore professions that require proficiency in another language.	V		
		Yes	No	Notes (Optional)
These materials meet with at least 80% of C5.1 standards required for Levels 1 and 2 Modern Logographic Language courses.		V		
	Intermediate Range Learners			
Intermediate Range (IR) ML.C5.1.IR.a–c	a) interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers).			
	b) research the use of the target language in various fields of work in today's world.			
	c) explore real-world opportunities to connect with the target language community.			
		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
These materials meet with at least 80% of C5.1 standards required for Levels 2-5 Modern Logographic Language courses.				

Note: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:
   e.g.: "for example"; examples that could be used, but examples are not limited to those listed

		Yes	No	Notes (Optional)
Advanced Range (AR) ML.C5.1.AR.a-b	Advanced Range Learners a) discuss how to create a product (e.g., local maps, brochures, health bulletins, school announcements) in the target language for native consumers. b) research opportunities to provide a service to the community utilizing the target language (e.g., interpreting the target language at a community event or clinic, create local maps, brochures, or school/community announcements).			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. However, they do not have to be met in order to pass the rubric.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Performance Level	Standard C5.2 *Lifelong Learning* Use the target language for enrichment and advancement.	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
Novice Range (NR) ML.C5.2.NR.a-d	Novice Range Learners a) interpret materials and/or media from the target language and culture. b) exchange information about topics of personal interest c) identify music or songs in the target language. d) set learning goals for language acquisition.	V V V V		
These materials meet with at least 80% of C5.2 standards required for Levels 1 and 2 Modern Logographic Language courses.		Yes V	No	Notes (Optional)

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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Intermediate Range (IR) ML.C5.2.IR.a-b	Intermediate Range Learners a) consult various sources in the target language to obtain information on topics of personal interest. b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.			
These materials meet with at least 80% of C5.1standards required for Levels 3-5 Modern Logographic Language courses.		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.
Advanced Range (AR) ML.C5.2.AR.a	Advanced Range Learners a) regularly consult authentic materials above one's ability in order to increase language proficiency.			
The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials. *However, they do not have to be met in order to pass the rubric.*		Yes	No	Notes (Optional) N/A The Performance Targets for Level 1 are Novice Low and Novice Mid.

SECTION I. Alignment to Tennessee World Language Standards			
Part B. Focus: Instruction centers on the performance targets at the level articulated within the standards.			
	Yes	No*	* Evidence of extraneous or inaccurate materials
Materials focus on the performance targets (i.e., do not include information outside of the scope of the target level or disconnected facts and details).	V		
Materials are culturally sensitive, grade level appropriate, and accurately reflect the diversity and history of the target culture represented.	V		Suggestion: Some of the maps include the map of Taiwan as a part of the country and some don't. To be consistent, it should not include the map of Taiwan in the map of China.
Part C. Rigor. Supports the intertwined five-dimensional nature of the Tennessee State Standards through the integration of conceptual understandings within each cornerstone.			
	Yes	No	Evidence (include evidence of five-dimensional integration within each of cornerstones below)
Communication			
There are a variety of meaningful activities that provide opportunities for individual, paired, cooperative learning, and information gap activities.	V		
There is sufficient oral and written practice of the grammar concepts that lead from high-structured to meaningful to communicative use of the language.	V		
Listening, speaking, reading, writing, and cultural strategies (such as circumlocution, making and verifying hypotheses, making inferences, and predicting) presented and practiced.	V		
Culture			
There is a wide range and diverse representation of countries and cultures presented.	V		
Connections			
Provides opportunities to make connections between the target language and other subject areas	V		

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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Students must do more than rote memorization and recall to demonstrate success.	V		
Comparisons:			
Students frequently make comparisons with the target culture to discover similar and different cultural concepts and patterns.	V		
Communities:			
Provides students ideas on how to use target language in real-life situations to help in the community.	V		
Additional comments on five-dimensional nature of the materials:			

Part D. Coherence: Provides learning experiences that support a progression of student competencies and skills through active engagement in each mode of Communication within each cornerstone			
	Yes	No	Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)
Communication:			
Activities move from controlled to transitional to communicative. There is a balance between listening, speaking, reading, and writing as well as opportunities for different student groupings.	V		
The is grammar presented clearly and is formatted so students find it easy to understand.			
Culture			
There is a wide variety of authentic, up-to-date visual images of the target culture.	V		
The cultural content is accurate and current.	V		
Connections			
The students must utilize the higher order thinking skills of analysis, synthesis, and evaluation in every chapter and with reasonable expectations.	V		
Comparisons			
Students are encouraged to look at their own native language and compare it linguistically to the target language.	V		
Communities			
Provide opportunities for students to self-assess their language learning levels to determine next the next steps towards improved language performance.	V		

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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Additional comments on progression(s) within materials:

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY

All submissions must be aligned to the Tennessee State World Language Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			
Part A. Key Areas of Focus			
	Yes	No	Evidence and/or comments
Rigor: Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context.	V		
Coherence: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year.	V		
Literacy: Supports student communication within a culturally-appropriate context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening.	V		

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			

Part B. Student Engagement and Instructional Supports.

	Yes	No	Evidence and/or comments
a. Provides learning experiences that incorporate the five Cornerstones of the standards in each mode of communication (i.e., each of the cornerstone is learned in the context of the others and not taught in isolation).	V		
b. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving.	V		
c. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.	V		
d. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest.	V		
e. Recognizes and addresses unique needs of heritage language learners.	V		

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			

Part C. Monitoring Student Progress

	Yes	No	Evidence and/or comments
a. Assessments collect data on all five cornerstones and allow students to show mastery on using the cornerstones in concert with each other (e.g., assessments are contextualized and serve to address specific problems or answer specific questions).	V		
b. Assesses student mastery using methods that are unbiased and accessible to all students.	V		
c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance.	V		
d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.	V		
e. Assessments are embedded throughout instructional materials as tools for students' learning and teachers' monitoring of instruction.	V		
f. Assessments provide teachers with a range of data to inform instruction.	V		

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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g. Assessments utilize realia or authentic materials.	V		

SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY			

Part D. Teacher Support Materials

	Yes	No	Evidence and/or comments
a. Provides grade-level background information and context to guide integration of the five cornerstones within the lessons, units, and grade.	V		
b. Includes strategies that assist teachers in incorporating appropriate and integral connections between world language and other subject areas (e.g., mathematics, ELA, social studies, visual and performing arts, CTE)	V		
c. Provides strategies and guidance to support the inclusion of "hands-on" practices (e.g., speaking, listening, writing) with other practices (e.g., asking questions, engagement in argument).	V		
d. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the five cornerstones within the standards.	V		
e. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences).	V		
f. Integrates audio-visual technology to support student mastery of the target language.	V		

Book Title and ISBN: Zhen Bang!   9780821981368   Level(s)/Course(s): Level 1/Chinese

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g. Provide or suggests engaging culturally relevant, technology-based activities to improve students' mastery of target language and culture.	V		
h. Provides additional realia from the target language and culture that facilitates student's connection to the target language and culture and from that community.	V		

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