

## Step 2: Strengthen adoption criteria using the Multilingual Learner Review Criteria

In Step 2, districts analyze their existing instructional materials review criteria for multilingual learner parameters and incorporate unaddressed areas into an inclusive review process.

### SCENARIOS FOR MULTILINGUAL LEARNER REVIEW CRITERIA

The table below outlines three different scenarios. We then recommend specific action steps based on which scenario best reflects your district’s current situation. Assuming that your district will use only one process to review materials and integrate multilingual learner criteria into your local criteria, consider the action steps that meet your needs and ensure that multilingual learners are not an afterthought in your adoption criteria.

Review each of the three scenarios. Decide which of the three scenarios best reflects your district. Then, follow the action steps that apply to your scenario. Utilize the Toolkit resources in each step to support you through the process.

Regardless of which scenario reflects your district’s current state, all districts should begin by reviewing ELSF’s [ELA Benchmarks of Quality](#) and [ELD Guidelines](#) to become familiar with research-based, critical features and supports for effective high-quality instructional materials aligned to the assets and needs of multilingual learners.

Choose your SCENARIO	Our RECOMMENDATION	Link to ACTION STEPS
A district has not yet developed criteria and wants to include multilingual learners from the outset.	<b>BUILD CRITERIA</b>	<a href="#">Action Steps to Build Criteria</a>
A district has developed criteria but wants to revise them for multilingual learner inclusion.	<b>IMPROVE CRITERIA</b>	<a href="#">Action Steps to Improve Criteria</a>
A district will use existing criteria and wants to provide companion multilingual learner resources.	<b>USE EXISTING CRITERIA</b>	<a href="#">Action Steps to Use Existing Criteria</a>

## SCENARIO A: BUILD CRITERIA

A district has not yet developed criteria and wants to include multilingual learners from the outset.

IF this is your SCENARIO...	THEN these are your ACTION STEPS.
<p><b>A. BUILD CRITERIA</b></p> <p>You are a district that has not yet developed materials review criteria. You want to build criteria that include multilingual learners. You would like to include indicators that will help reviewers evaluate the quality of multilingual learner supports in instructional materials.</p>	<ol style="list-style-type: none"> <li>1. Review the ELSF’s <a href="#">ELA Benchmarks of Quality</a> and <a href="#">ELD Guidelines</a> to understand what makes instructional materials effective for multilingual learners.</li> <li>2. Conduct focus groups with teachers and students to inform district priorities in materials adoption.</li> <li>3. Ensure your materials review does not sideline supports for multilingual learners.                             <ol style="list-style-type: none"> <li>a. Place <i>all</i> ELSF’s <a href="#">ELA Benchmarks of Quality</a> and <a href="#">ELD Guidelines</a> into the relevant sections and categories developed according to district priorities.</li> <li>b. Consider which Benchmark Indicators and/ or Guidelines can be added to explain and define different criteria in the framework.</li> <li>c. Include and elicit feedback from English language development professionals throughout the process of developing criteria.</li> </ol> </li> <li>4. Provide examples and definitions to show what the criteria mean and look like in materials for multilingual learners in particular.</li> </ol>

## SCENARIO B: IMPROVE CRITERIA

A district has developed criteria but wants to revise them for multilingual learner inclusion.

IF this is your SCENARIO...	THEN these are your ACTION STEPS.
<p><b>B. IMPROVE CRITERIA</b></p> <p>You are a district that has developed materials review criteria but want to revise them for multilingual learner inclusion. You are not yet sure what criteria need to be included or how to go about revising the criteria for multilingual learners.</p>	<ol style="list-style-type: none"> <li>1. Review ELSF’s <a href="#">ELA Benchmarks of Quality</a> and <a href="#">ELD Guidelines</a> to understand what makes instructional materials effective for multilingual learners.</li> <li>2. Crosswalk the existing criteria and determine what is <i>present</i> or <i>absent</i> in comparison to the Benchmarks of Quality and Guidelines.</li> <li>3. Decide how and where to add and/or revise criteria to include multilingual learner parameters for instructional materials. Add Benchmarks of Quality and Guidelines language into the relevant sections and categories in the criteria or <i>revise</i> criteria to include language from the Benchmarks and our Guidelines.</li> <li>4. Ensure your materials review framework and criteria do not sideline supports for multilingual learners. Include and elicit feedback from English language development professionals in the revision of the criteria.</li> <li>5. Provide examples and definitions to show what the criteria mean and look like in materials for multilingual learners in particular.</li> </ol>

## SCENARIO C: USE EXISTING CRITERIA

A district will use existing criteria and wants to provide companion multilingual learner resources.

IF this is your SCENARIO...	THEN these are your ACTION STEPS.
<p><b>C. USE EXISTING CRITERIA</b></p> <p>You are a district with existing materials review criteria and will use those criteria to review your materials. However, you want to provide companion multilingual learner resources so that reviewers can still attend to multilingual learner supports in instructional materials during the review process.</p>	<ol style="list-style-type: none"> <li>1. Review ELSF’s <a href="#">ELA Benchmarks of Quality</a> and <a href="#">ELD Guidelines</a> to understand what makes instructional materials effective for multilingual learners.</li> <li>2. Determine which existing criteria have particular relevance for multilingual learners. Include and elicit feedback from English language development professionals.</li> <li>3. Provide examples and definitions to show how local criteria have significance for multilingual learners in particular.</li> <li>4. Provide ELSF’s <a href="#">ELA Benchmarks of Quality</a> and <a href="#">ELD Guidelines</a> and other guidance as a resource for your Adoption Committee and Review Team to use and learn from as they review and select materials.</li> </ol>