



Loyola Marymount University  
Center for Equity for  
English Learners



## Instructional Materials Review Form

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# Criteria for Selecting High Quality Instructional Materials with Considerations for Multilingual/English Learners

2023

## Purpose

This instructional materials review form outlines essential selection criteria to support teams in rating and making recommendations for materials selection that centers Multilingual/English Learners.

## Rationale

High-quality instructional materials (HQIM) are a critical element for providing equitable access to learning opportunities for students, especially Multilingual/English Learners. The following review document provides guidance as to the selection of instructional materials. The purposeful review of materials using these criteria serves to document that a systematic and thoughtful process is followed by all reviewers in the selection process.

## Recommendations for Review Panel

It is recommended that this form be used as part of a locally designed instructional review process that prioritizes considerations for ML/EL students. Review teams should include educators and educational partners with experience and expertise in:

- the corresponding grade levels,
- working with Multilingual/English Learners,
- the designated content area, and
- working with dually identified students (English Learners with Disabilities).

## Ratings and Comments

Rate the degree to which the indicator(s) under each category is evident by placing an “X” under the appropriate descriptor. Write a commentary on your ratings in the space provided. Use the back of form to write additional comments if needed.

Program Name \_\_\_\_\_ Reviewer \_\_\_\_\_

	Never	Sometimes	Consistently	COMMENTS	
<b>Research Base</b>					
The program has evidence of relevant, current research and effective practices for Multilingual/English Learners.					
The program is aligned to the California ELD and content standards.					
The program identifies and incorporates the theoretical principles for English language and content development.					
<b>Instructional Design</b>					
Materials are presented to provide comprehensive guidance for teachers to implement effectively.					
Materials provide appropriate scope and sequence for academic concept development with clear integration of responsiveness to students' English interpretive and and productive abilities within academic concept development.					
Materials are assets-based and culturally and linguistically sustaining to engage English Learner students' varied backgrounds, interests, developmental levels, abilities, and typologies.					
Materials are available in primary language, where appropriate and/or provide guidance for primary language support.					
Materials support teachers to implement classroom routines and structures that promote equitable interactions to support content and language learning.					
Lessons have clear content and language objectives that address various levels of English language proficiency					
<b>Assessments</b>					
Formative assessment information is presented in a manner that can be used by teachers to inform/refine instruction differentiated for students' language proficiency levels.					
Assessments allow for teachers to evaluate student progress toward proficiency of the academic content, providing options and guidance for various levels of English proficiency and the use of other languages.					
Assessments include prompts that support educators' understanding of students' background and strengths, beyond academic content knowledge.					
<b>Resources</b>					
There is a wide range of resources supporting content and different learning abilities.					
Resources include tools and procedures that prioritize family engagement.					
English Learner scaffolds are provided through technology and multimodal resources and supports.					