**Multilingual Learner (MLL) Non-Negotiables for Math Curriculum Selection**

Purpose: To seek materials that:

* Provide MLLs with the necessary opportunities for language development
* Provide MLLs with full access to grade-level instructional content
* Integrate scaffolding for MLLs without compromising rigor or content

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| **Area of Focus** | **MLL Metric** | **Evidence** | **Implication for Implementation** |
| **I. Interdependence of Mathematical Content, Practices, and Language** | 1. Strategic opportunities to use and refine both language and mathematics over time.   * Make connections between current language, new language and math concepts using multiple language activities and experiences. |  |  |
| 2. Explicit mathematics language learning goals and pathways in both teacher and student materials. |  |  |
| 3. Regular and varying opportunities to learn, reflect upon, and demonstrate learning of mathematics using a variety of modes and forms.   * Regular opportunities for speaking, listening, reading and writing about mathematical concepts. * Materials prompt students to reflect on their own thought process, language use and methods of learning. * Materials encourage students to use interdisciplinary words and phrases as well as math-specific words and phrases. |  |  |
| **II. Scaffolding and Supports for Stimulus Development** | 4. Opportunities for students to interact with and produce a variety of methods and representations.   * Materials provide a variety to learning activities for students to generate mathematical methods. * Teacher materials provide supports for teacher modeling of reading, writing, speaking and listening and thinking aloud. |  |  |
| 5. Directions for providing specialized individual and small group instruction to MLLs as well as whole class activities. Teachers materials give guidance on what to look for, listen for, questions to ask/or feedback to give when meeting with MLL students. |  |  |
| 6. Guidance for anticipating potential language demands and opportunities in student activities.   * Materials provide activities to help distinguish between common everyday meanings of language and mathematical meanings (round, table, product, origin, etc.). * Unit amplifies rather than simplifies English language structures and forms. |  |  |
| **III. Mathematical Rigor Through Language** | 7. Explicit guidance for teachers to engage students in using mathematical practices with attention to use and development of language functions. Materials have targeted opportunities for students to use and develop language. |  |  |
| 8. Maintain appropriate challenge and high expectations of mathematics learning for MLL students and allows for productive struggle before intervening. |  |  |
| 9. Guidance for facilitating mathematical discussion and co-construction of meaning with scaffolds in place as necessary. |  |  |
| **IV. Leveraging Students’ Assets** | 10. Opportunities to draw on and incorporate students’ cultural background and lived experiences in mathematics learning while clarifying potentially unfamiliar contexts. |  |  |
| 11. Suggestions for incorporating and valuing MLLs’ written and spoken contributions. Teacher materials contain specific guidance for teachers to examine their own values and beliefs about language, MLLs, and ways in which that might impact their teaching. |  |  |
| 12. Encouragement for MLLs to use and build on existing language resources. Allow students to explain math concepts in home language and opportunities to share their own methods. |  |  |
| **V. Assessment of Mathematical Content, Practices, and Language** | 13. Descriptions, illustrations, and examples of quality work and mathematical practices with varying levels of language proficiency. |  |  |
| 14. Assessments able to capture and measure students’ mathematics and language progress over time. Rubrics include language achievement along with math content. |  |  |
| 15. Guidance for recognizing and attending to student language produced to inform instructional decisions   * Teacher materials instruct teachers to avoid interpreting lower level language proficiency as lower level mathematics proficiency and to score them separately on assessment. |  |  |

Adapted from English Learners Success Forum: [Guideline for Improving Math Materials for English Learners](https://www.elsuccessforum.org/resources)