

Resource Vetting Guide

Resource Vetting Process

The resource vetting process is designed to ensure that materials are not only educationally sound and aligned with the framework but also accessible to all users with diverse needs and abilities.

Phase 1 process: Materials are reviewed against the guiding principles in Oregon's Early Literacy Framework and individual terms of use. If materials do not pass this phase, they are not reviewed further.

Phase 2 process: Materials are reviewed against specific criteria for the section of the framework to which they align. Materials that reflect at least one or more criteria and are recommended by the reviewer move to Phase 3.

Phase 3 process: Materials are reviewed for compliance with accessibility standards. The resource is reviewed based on media type—video, slides, Word documents or PDFs—and checked for features such as accurate captions, transcript availability and proper use of color and contrast. The purpose is to identify any remediation needed to make the resource more accessible to all users.

Considerations for Reviewer Experience

Phase 1 considerations: Reviewers should have a general understanding of what constitutes an open educational resource and be familiar with the non-negotiable components of the framework to which the resource is being aligned. They are responsible for ensuring that the resource does not overtly undermine any of the values or guiding principles in the framework.

Phase 2 considerations: Reviewers must have a deep understanding of the specific section of the framework a resource is meant to represent. They are expected to have content expertise relevant to the section(s) in question.

Phase 3 considerations: Reviewers must have knowledge of accessibility standards and be able to provide recommendations for accessibility. They are responsible for reviewing the resource through an accessibility lens and recommending the inclusion, remediation or exclusion of a resource based on its accessibility features.

Review Checklist

Phase 1: General Review

Review the resource against the following criteria.

Criteria	Yes	No
Resource can be downloaded and posted (for documents)		
Resource link can be posted (for videos)		
Resource can be accessed for free without login		
Resource uses asset-based language		
Resource reflects high expectations for all students		
Resource is approachable and comprehensible for an identified audience (not overly technical)		
Resource supports literacy engagement, growth, and achievement for all students		
Resource honors the language, community, and culture of all students		



Phase 2: Alignment to Oregon’s Early Literacy Framework

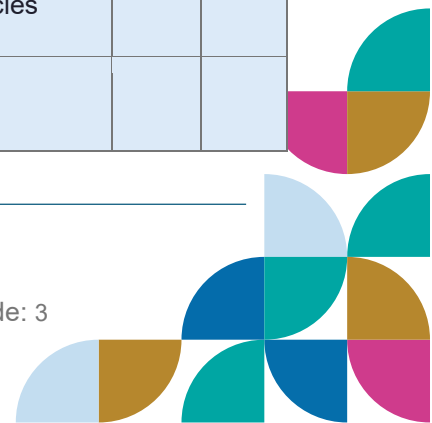
Review the resource against criteria for each section to which it aligns.

Alignment: Student Belonging

Criteria	Yes	No
Resource supports inclusion of diverse content as part of core learning and instruction (<i>i.e., it supports a variety of races, ethnicities, cultures, languages, dialects, traditions, religions, histories, communities, genders, abilities and/or family structures</i>)		
Resource promotes safe, supportive and inclusive learning environments that hold high expectations for all students (<i>i.e., it provides all students with access to grade-level standards, texts, tasks and experiences while providing the appropriate scaffolding and supports</i>)		
Resource encourages students to express themselves, share their perspectives, and contribute to their own learning experiences (<i>e.g., through self-assessment or metacognition</i>)		
Resource enables students to see the relevance of learning in their own lives through personalization or student agency (<i>i.e., through student voice and choice</i>)		
Resource suggests opportunities for adapting instruction to meet the diverse needs, interests and strengths of students		
Resource supports a growth mindset (<i>i.e., from the framework “risk, fail, try again”</i>)		

Alignment: Family and Community Partnerships

Criteria	Yes	No
Resource promotes communicating with or building relationships between educators and families, caregivers and the community to support literacy within and outside of the school day		
Resource emphasizes the role of families and caregivers as children’s first teachers		
Resource promotes the importance of developing or using multiple languages and literacies		
Resource provides information in multiple languages and formats to meet diverse needs		

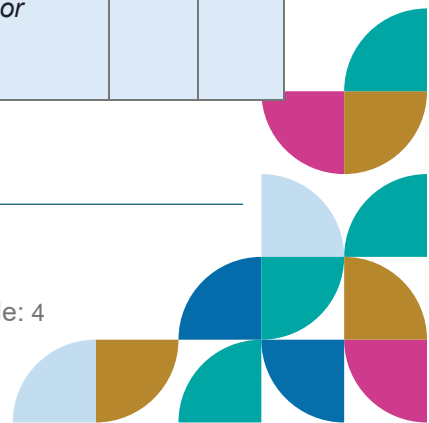


Alignment: Reaching All Learners

Criteria	Yes	No
Resource addresses differentiation of core instruction to maximize learning of all students toward grade level standards		
Resource promotes intentional connections between students' home language and new skills (<i>i.e., ensures that language instruction is culturally relevant and meaningful</i>)		
Resource identifies asset-based strategies to maximize learning for multilingual learners		
Resource identifies asset-based strategies to maximize learning for students experiencing disabilities		
Resource identifies asset-based strategies to maximize learning for students who are talented and gifted		

Alignment: Oral Language

Criteria	Yes	No
Resource supports development of phonological awareness by providing time for listening to, recognizing, talking about, and playing with word parts, syllables, and letter sounds		
Resource promotes an asset-based approach that considers students' ways of communicating, including multilingualism and various dialects (<i>e.g., encouraging students to use their home language in class activities</i>)		
Resource acknowledges oral language as part of student identity (<i>e.g., recognizing the role of storytelling and language in indigenous languages and cultures</i>)		
Resource supports the acquisition or application of vocabulary through oral language opportunities (<i>e.g., activities that provide opportunities to hear and use vocabulary</i>)		
Resource supports opportunities to apply oral language to build fluency (<i>e.g., interactive or academic conversations</i>)		



Criteria	Yes	No
Resource embeds opportunities to build oral language into other literacy components (e.g., <i>foundational skills, comprehension, writing</i>)		
Resource provides opportunities for extended discourse or conversations to practice complex language (e.g., <i>guided play or child-directed time</i>)		
Resource provides opportunities to develop narrative language skills (e.g., <i>retelling events, making predictions</i>)		

Alignment: Foundational Skills

Criteria	Yes	No
Resource recognizes foundational skills as defined in the framework (i.e., <i>concepts of print, alphabetic principle, phonological awareness, phonics, word recognition and fluency</i>) and related terms (e.g., <i>phonemic awareness, decoding, etc.</i>)		
Resource supports systematic (e.g., <i>sequential</i>) instruction of foundational skills		
Resource supports explicit instruction of foundational skills (e.g., <i>explicitly introducing students to a skill before asking them to perform it</i>)		
Resource provides practice opportunities for students to apply foundational skills to reading or writing connected text		
Resource is relevant and responsive to all students (i.e., <i>acknowledges diverse linguistic and cultural backgrounds</i>)		
Resource supports the foundational skills of multilingual learners in English and their native language		

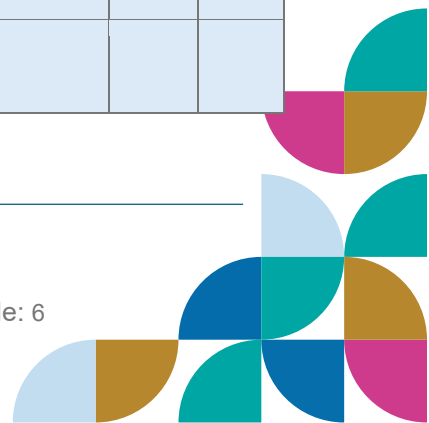


Alignment: Reading Comprehension, Vocabulary and Background Knowledge

Criteria	Yes	No
Resource supports integrated approach to instruction among foundational skills, background knowledge, vocabulary, oral language, reading comprehension and writing instruction		
Resource promotes opportunities to build background knowledge or vocabulary through oral language or engaging text or to create connections among texts, content and experience		
Resource supports access to high-quality, conceptually rich instructional materials or texts		
Resource promotes building background knowledge in culturally responsive and sustaining ways by engaging all students' experiences and perspectives		
Resource emphasizes that students should spend time each day listening to, reading, thinking, talking and writing about texts		
Resource supports explicit instruction for vocabulary, reading comprehension or background knowledge		
Resource promotes teacher read-alouds of complex text and the development of activities for students to engage with building meaning		
Resource supports student discussion or writing in response to a text or new learning		
Resource supports comprehension strategy instruction when engaged in a text (<i>vs. teaching comprehension strategies in isolation</i>)		

Alignment: Writing

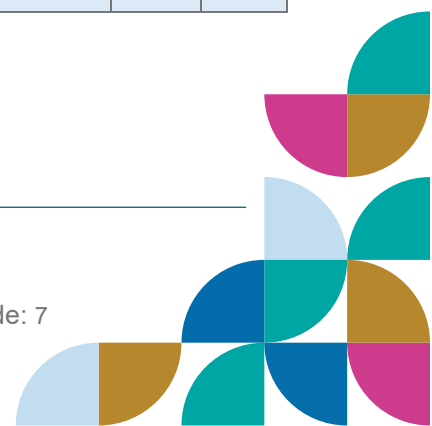
Criteria	Yes	No
Resource promotes daily writing opportunities and explicit and scaffolded writing instruction that is developmentally age and grade appropriate		
Resource promotes integrating writing across content areas		



Criteria	Yes	No
Resource supports the development of writing as a tool for articulating ideas, enhancing language and reading skills (including comprehension) and promoting foundational literacy skills		
Resource promotes writing instruction that is culturally responsive and designed to maximize the diverse needs of students		
Resource promotes knowledge and application of writing conventions (e.g., <i>spelling and handwriting</i>) or higher-level skills (e.g., <i>writing process and text structure</i>) that are developmentally age and grade appropriate		
Resource promotes writing in multiple genres (i.e., <i>text types</i>)		
Resource promotes the development of a community of writers (e.g., <i>students actively sharing their work, receiving feedback from peers and teacher or experiencing engagement with real-world contexts</i>)		

Alignment: Assessment

Criteria	Yes	No
Resource emphasizes that assessments and feedback should be asset based, honoring what students know and can do		
Resource promotes assessment practices that are culturally and linguistically responsive to students' backgrounds		
Resource provides specific data that can be used to respond to student needs		
Resource is coherent with and reflective of specific literacy skills		
Resource clearly states the purpose of the assessment, directions for administration and use of resulting data		



Phase 3: Accessibility

Review the resource against criteria by media type.

Accessibility: Videos

Criteria	Yes	No
Video captions accurately match audio content		
A video transcript is available		
Video quality is clear; image is stable		
Audio quality is clear, without background noise		

Accessibility: Slides

Criteria	Yes	No
Each slide has a unique title		
The slide deck is free of animations and transitions		
Fonts are clear and legible		
Meaning is conveyed through multiple means (e.g., color is used to organize sections, with each section also labeled with text)		
Colors pass visual contrast checks (colors will be run through contrast checkers during accessibility remediation)		
Images have clear, concise alternative (i.e., "alt") text		
Tables contain header rows		
All aspects of data visualizations are clearly labeled (e.g., graphs have axes labeled and bars tagged with data)		

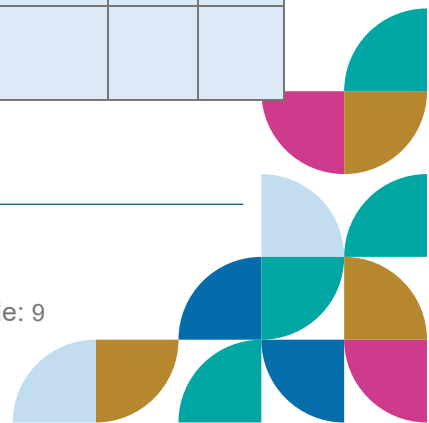


Accessibility: Word Documents

Criteria	Yes	No
Headings follow a logical hierarchy		
Fonts are clear and legible		
Meaning is conveyed through multiple means (<i>e.g., color is used to organize sections, with each section also labeled with text</i>)		
Colors pass visual contrast checks		
Images have clear, concise alternative (<i>i.e., "alt"</i>) text		
Tables contain header rows		
All aspects of data visualizations are clearly labeled (<i>e.g., graphs have axes labeled and bars tagged with data</i>)		

Accessibility: PDFs

Criteria	Yes	No
Headings follow a logical hierarchy		
Fonts are clear and legible		
Meaning is conveyed through multiple means (<i>e.g., color is used to organize sections, with each section also labeled with text</i>)		
Colors pass visual contrast checks		
Images have clear, concise alternative (<i>i.e., "alt"</i>) text.		
Tables contain visual header rows		



Criteria	Yes	No
All aspects of data visualizations are clearly labeled (<i>e.g., graphs have axes labeled and bars tagged with data</i>)		
Fillable forms advance from field to field in a logical order		
If remediation is needed, the original file is available, and permission has been granted to remediate		

