

## OREGON'S ADOLESCENT LITERACY FRAMEWORK

# 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 Adolescent 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 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 with Oregon's Adolescent Literacy Framework

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

### Alignment: Conditions for Learning

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 or family structures</i> )		
Resource supports opportunities to prepare for career or college ( <i>e.g., school and business partnerships, internship, or work experience</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 appropriate scaffolding</i> )		
Resource enables students to see the relevance of learning in their own lives through personalization or student agency ( <i>e.g., through student voice and choice</i> )		
Resource promotes opportunities for students to engage in translanguageing ( <i>i.e., it supports leveraging multiple languages by encouraging students to fluidly move among languages they speak and switch between languages</i> )		
Resource encourages self-assessment and reflective learning practices ( <i>i.e., it includes feedback, goal setting, metacognition or reflection opportunities</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., it emphasizes effort and resilience, productive struggle or centers on learning rather than knowing</i> )		

Criteria	Yes	No
Resource is aligned with social and emotional development considerations for adolescents ( <i>e.g., considerations of future self or prompts an emotional connection</i> )		
Resource provides opportunities to learn about individual student identity and cultural reference points ( <i>i.e., it reflects the dynamic nature of identity and cultural relevance and avoids assumptions</i> )		
Resource supports the engagement of family and community ( <i>e.g., student-led conferences, community partnerships or intergenerational activities, application of content in the community</i> )		

#### Alignment: Reaching All Learners

Criteria	Yes	No
Resource promotes high-leverage practices to address the diverse strengths and needs of learners ( <i>e.g., collaboration, data-driven planning, explicit instruction, flexible grouping, assistive technology, cognitive and/or metacognitive strategies</i> )		
Resource integrates elements of Universal Design for Learning (UDL) ( <i>i.e., it includes multiple means of engagement, representation or action and expression</i> )		
Resource identifies asset-based strategies to maximize learning for multilingual learners ( <i>e.g., provides scaffolds to access core instruction, encourages a classroom environment respectful of home languages</i> )		
Resource validates and builds upon students' existing knowledge, skills and experiences ( <i>i.e., considers the identity, mindset and skills of students to help them utilize their assets and strengths</i> )		

Criteria	Yes	No
Resource supports shifting role of teacher to build student independence (e.g., “I do, we do, you do”, gradual release of responsibility, student self-monitoring)		
Resource addresses differentiation of core instruction to maximize learning of all students toward or beyond grade level standards		

#### Alignment: Speaking and Listening

Criteria	Yes	No
Resource facilitates structured opportunities for student discourse (e.g., academic conversations, debates, extended discussion, peer-to-peer talk)		
Resource encourages active listening or engagement with other students (e.g., discourse protocols, reflective listening, routines and expectations for peer engagement)		
Resource provides opportunities for peer-to-peer feedback to support the development of speaking and listening skills		
Resource provides opportunities to articulate ideas or convey experiences clearly (e.g., presentations, oral storytelling, speeches)		
Resource promotes an asset-based approach that considers students' ways of communicating, including multilingualism and various dialects (e.g., encouraging students to use their home language in class activities, translanguaging)		

## Alignment: Reading

Criteria	Yes	No
Resource promotes explicit instruction in reading strategies for both comprehension and metacognition/active reading ( <i>e.g., fix-up strategies, annotation, text structure, summarizing, questioning the text</i> )		
Resource facilitates connections between texts and students' background knowledge, personal experiences or questions in culturally responsive and sustaining ways ( <i>i.e., it builds on what students know or provides information necessary to access text</i> )		
Resource supports building vocabulary and academic language ( <i>e.g., key vocabulary introduction, morphology, vocabulary engagement in speaking and writing</i> )		
Resource guides students to analyze, evaluate and critique texts		
Resource supports comprehension through engagement with high-quality, conceptually rich instructional materials or texts ( <i>i.e., it promotes a variety of genres and disciplines, reflects diverse voices and perspectives or includes complex, dense texts</i> )		
Resource integrates technology to enhance reading engagement and comprehension ( <i>i.e., supports reading by scaffolding or extending understanding</i> )		
Resource provides interventions to build necessary foundational skills to access grade-level texts ( <i>i.e., it provides supplementary lessons to address decoding multisyllabic words or opportunities to build fluency</i> )		

## Alignment: Writing

Criteria	Yes	No
Resource emphasizes explicit instruction of writing strategies ( <i>i.e., it includes elements of planning, goal setting, drafting, evaluating, revising or editing</i> )		
Resource includes opportunities to examine and analyze exemplar texts ( <i>e.g., identifying a purpose for writing, determining how to tailor a message to an audience, reviewing culturally relevant texts</i> )		
Resource promotes opportunities for writing in multiple genres for varied purposes ( <i>i.e., text type or forms of writing</i> )		
Resource encourages effective and ethical use of digital platforms and tools to support writing ( <i>i.e., using AI ethically or providing feedback on peer writing</i> )		
Resource provides writing tools ( <i>e.g., rubrics, checklists</i> ) for self-assessment and peer review		
Resource includes opportunities for students to collaborate during the writing process ( <i>e.g., engage in discussion while planning, drafting and revising to develop deeper understanding and share ideas</i> )		
Resource promotes the development of a culture of feedback ( <i>e.g., students actively sharing their work, receiving feedback from peers, experiencing engagement with real-world contexts</i> )		
Resource promotes practices that build student agency ( <i>i.e., provides opportunities for students to explore interests and select topics that matter to them</i> )		
Resource provides scaffolds to support students in meeting the academic demands of writing in multiple disciplines ( <i>i.e., it provides exemplar texts, graphic organizers, sentence frames or self-regulated strategies</i> )		

Criteria	Yes	No
Resource promotes writing that reflects real-world and career contexts and relevance		

#### Alignment: Disciplinary Literacy

Criteria	Yes	No
Resource provides opportunities for reading, writing or communicating reflective of content area expert ( <i>i.e., it provides opportunities for students to read, write, or speak like a historian, mathematician, scientist or other content area expert</i> )		
Resource highlights reading and writing strategies specific to a discipline ( <i>e.g., understanding rhetorical devices in history or cause and effect in science</i> )		
Resource supports the exploration of authentic texts related to real-world applications in the discipline ( <i>e.g., incorporating primary sources, research reports, or manuals</i> )		
Resource supports engagement through authentic texts that reflect multicultural experiences ( <i>i.e., it uses texts that reflect multiple identities and lived experiences</i> )		
Resource supports engagement through authentic texts connected to career opportunities ( <i>i.e., it uses texts that are relevant to and representative of actual career opportunities</i> )		
Resource supports interdisciplinary projects that integrate knowledge and skills across disciplines and build connections to careers ( <i>i.e., it shows how different professions combine skills aligned with multiple disciplines</i> )		
Resource includes opportunities for research and in-depth inquiry into disciplinary topics		



## 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 ( <i>e.g., color is used to organize sections, with each section also labeled with text</i> )		
Colors pass visual contrast checks (colors will be run through contrast checkers during accessibility remediation)		
Images have clear, concise alternative ( <i>i.e., "alt"</i> ) text		

Criteria	Yes	No
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: 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 header rows		
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		