



ENGLISH
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Centering Multilingual Learners in California: Essential RFP Language for Math Instructional Materials

To ensure equity and excellence for all students, this sample RFP language was developed to allow districts in California to indicate a commitment to selecting math instructional materials that honor and build upon the linguistic and cultural assets of diverse multilingual learner (MLL) populations.

The following language, which can be adapted to meet specific local requirements, outlines expectations for instructional materials that are designed to effectively support MLLs. This language should also be incorporated into evaluation rubrics used to assess prospective instructional materials. We believe that high-quality instructional materials are those that intentionally weave in these supports, ensuring that multilingualism is viewed as a strength and a foundational component of all learning experiences.

By incorporating these specifications into your Request for Proposals (RFP) and evaluation rubrics, you signal your dedication to providing MLLs, and all students, with access to rigorous, grade-level math content while simultaneously fostering their language development and affirming their identities.



Recommended RFP Language for Math Instructional Materials

1. Core and supplementary instructional materials submissions must reflect a foundational commitment to the academic success and linguistic development of multilingual learners (MLLs) in mathematics instruction. Materials must include language supports and language development opportunities that have shown to benefit all students and also authentically represent diverse cultures and experiences. To achieve this, supports for MLLs must be intentionally woven into core instructional guidance, not just added as supplemental tasks, thereby fostering the simultaneous development of content knowledge, analytical practices, and language.
2. Instructional materials must provide explicit evidence of:
 - a. **Language Mapping:** Materials map disciplinary language development alongside content across a unit, showing how language functions are spiraled or connected coherently over an instructional unit to develop conceptual understanding and the unit's mathematical ideas, examples, and guidance for expectations of disciplinary language across the development trajectory. They incorporate assessments and activities that are related to supporting the language development mapping across the unit.
 - b. **Assessment of Language Development:** Materials include assessment items that elicit disciplinary language alongside descriptions, illustrations, and examples of quality work, as well as demonstrations of mathematical practices, with varying levels of language proficiency. Teacher guidance on how to effectively use assessment data and how to leverage students' linguistic repertoires is included.
 - c. **Purposeful Collaboration and Conversation:** Materials include prompts or tasks using multiple modalities (e.g., reading, writing, listening, speaking, drawing) that allow students to build and refine their mathematical ideas and language through clarifying, justifying, or borrowing language/ideas from peers across those same multiple modalities.