

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title
(9-12 World Languages)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Que chevere! Level 4	Publisher	Carnegie Learning, Inc.
SE ISBN	9781533849878	TE ISBN	9781533849847
SW ISBN		Grade Level/Content	9-12 Spanish

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended (90% and above)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
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Total Score - Below is the final score for the materials averaged between the team of reviewers.

Average Score
95%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized	<input type="checkbox"/>	Average Score
		87%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The program portrays a variety of readings with diverse topics and cultural perspectives. The texts are supported with visual aids to help student comprehension. The passages are grade-level appropriate, portraying stereotype free, bias-free, and barrier-free learning. The readings are authentic and relevant. The textbook includes tips and information such as "Reflexiones culturales en español," "La comunidad global," and "Podcast episode." "Reflexiones culturales en español," provides an opportunity for students to expand their understanding of how the unit theme is reflected in various Spanish speaking cultures. Each unit begins with an engaging blog entry and incorporates activity types that tie into 21st Century Skills such as empathy, critical thinking, and interdisciplinary connections. "Podcast episode" accompanies each blog entry to provide additional in-depth and perspective on the culture topic. "La comunidad global" aims to promote intercultural awareness, connects students to Spanish-speaking communities, and develop intercultural competence.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The material provides a wide range of readings, articles, and literary works related to a variety of cultures and perspectives related to the language. The program offers a cultural lens to focus on AP, Heritage Learners, and IB programs in general. The program provides the students with suggestions for interacting with native-Spanish speakers within their community or the world.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

98%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The material is aligned with the NM adopted World Languages Standards. The scope and sequence of the curriculum are steady and coherent. The standards are cited on the Teacher's Edition under each activity title. The textbook focuses on the activities in the three modes of communication and the AP standards.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The program focuses on the three modes of communication, interpersonal, interpretive, and presentational. The textbooks offer a variety of activities allowing the students to provide feedback through well-designed activities. The course provides opportunities for the students to demonstrate proficiency achievement.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The course provides the opportunity to demonstrate an understanding of the products, practices, and perspectives of the targeted cultures. The material encourages students' engagement in numerous readings and listening activities that highlight cultural product practices and perspectives, incorporating targeted vocabulary.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The program allows the students to make connections within the material and their personal experiences. The content enables the learners to apply the study of the Spanish language and culture with their cultural backgrounds and other disciplines.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

The program provides activities where students develop insight into the nature of the language and the culture. The program offers material to allow cultural comparisons in the activities; learners are asked to compare and make connections between the material presented and their experiences as well as other cultures and disciplines which they are already familiar.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The program offers a variety of activities encouraging the students to become lifelong learners by using critical and analytical thinking skills. Students are asked to write essays, perform research about a variety of themes. Students build communities at school and outside the classroom by reaching out to native speaking members of their community and around the world.

WL Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

97%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

The textbook offers a wide range of authentic and relevant readings, such as articles and literary works. The writing assignments are broken down into manageable tasks allowing students to work in producing the final product while fully engaging the students. The writing tasks include argumentative, persuasive, presentational essays, emails, and responses in the Spanish formal and informal format.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

The textbook provides readings with pre-post reading activities, allowing students to offer comprehension feedback. The curriculum offers supplemental materials such as audios and texts paired. The texts expose students to a wide variety of text types, from literature to news articles, essays, and infographics. Students are supported in their analysis of this authentic content through line numbering, an audio recording of each test, and highlighted vocabulary terms.

Materials provide scaffolding and supports to enable students' learning of World Languages.

Statements of appraisal and supporting evidence:

The program scope and sequence incorporates interdisciplinary topics across all six-course themes. The material is organized in units that implement the interdisciplinary topics aligned to the AP Standards. Each unit includes activities that encompass several course learning goals, such as global challenge, science, technology, etcetera.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

85%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

The material is aligned with the ACTFL and AP Standards. The activities focus on the three modes of communication. The activities allow the learners to practice and get familiarized with the AP Exam. The material heads students to develop critical skills and multiple literacies that a learners will need to achieve in college and readiness successfully.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The scope and sequence of the textbook are coherent and progresses in complexity as the unit progresses. The material is designed to allow for effective lesson structure and pacing. The Teacher's Edition includes notes that feature suggestions, tips, and supplemental activities to engage the learners in communicative activities fully and teaching support.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

The Teacher's Edition provides activities, lessons, and differentiated instruction to reinforce and expand on unit themes. The Teacher's Edition offers numerous tools and tips for differentiated instructional tips; however, this information focus on Heritage Learners and the AP Standards.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

The program offers summative and cumulative assessments which can be utilized to collect ongoing data and achievement progress. However, the program does not provide a grade book, differentiated assessments, and rubrics. The Teacher and Student's edition does not give rubrics for projects or activities. The program offers a variety of formative and summative assessments; however, it only contains one unit assessment. The Teacher's Edition states the program provides assessments and rubrics, but they are not clearly located within the material.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

The material provides supplemental resources, including audios and videos. The program also has a virtual platform, "Passport" with additional resources and practice. There are activities where students are encouraged to utilize technology to research online terms and topics, allowing students to explore and expand the broader context of the unit.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The "Tips and Information" section provides tips and strategies for instructional strategies with minimal details, rubrics, or examples; an experienced teacher could find this information useful, but novice teachers would need more information and guide. "Expansion" provides an extension on adaptations of activities featured in the student's test. "Reference desk" offers cultural and linguistic notes, other relevant information, and additional teaching suggestions related to page content.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

The program offers a variety of summative and formative activities allowing the students to explore and expand their learning in the targeted content and vocabulary. "En la vida real" brings together the unit themes and encourages students to look at ways to use Spanish in their own lives, communities and professional futures. "Reflexión" allows students to bring together their learnings from the unit and reflect on the broader global significance of these themes.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The program portrays a variety of readings with diverse topics and cultural perspectives. The texts are supported with visual aids to help student comprehension. The passages are grade-level appropriate, portraying stereotype free, bias-free, and barrier-free learning. The readings are authentic and relevant. The textbook includes tips and information such as "Reflexiones culturales en español," "La comunidad global," and "Podcast episode." "Reflexiones culturales en español," provides an opportunity for students to expand their understanding of how the unit theme is reflected in various Spanish speaking cultures. Each unit begins with an engaging blog entry and incorporates activity types that tie into 21st Century Skills such as empathy, critical thinking, and interdisciplinary connections. "Podcast episode" accompanies each blog entry to provide additional in-depth and perspective on the culture topic. "La comunidad global" aims to promote intercultural awareness, connects students to Spanish-speaking communities, and develop intercultural competence.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The material provides a wide range of readings, articles, and literary works related to a variety of cultures and perspectives related to the language. The program offers a cultural lens to focus on AP, Heritage Learners, and IB programs in general. The program provides the students with suggestions for interacting with native-Spanish speakers within their community or the world.

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 25

Background and experience:

NM Level three professional 7-12, Modern and Classical Languages, and Bilingual Education. Fifteen years of experience teaching HS Spanish classes for native and non-native speakers and AP Spanish Literature. Member of the NM Bilingual Multicultural Educational Advisory Council. ENMU Adjunct faculty and AP Spanish Literature and Culture Reader.

Professional summary of material:

This textbook is number 4th in a program series. This textbook is intended for advanced Spanish level or pre-ap courses. This is an engaging textbook that develops students' communication skills by providing ample speaking and writing practice in contextualized situations. The curriculum integrates language practice with culture; learners compare Spanish-speaking cultures to their own, allowing them to deepen and expand their knowledge and awareness of other cultural perspectives. The textbook provides students the opportunity to develop their critical thinking and problem-solving skills and begin preparing for the AP Exam. The program is aligned to the NM World Languages Standards and the AP Standards. The program uses Spanish throughout for all the tasks and activities in each unit. The program provides abundant options for students to produce a variety of oral presentations, essays, using research, and acquire knowledge to organize and deliver. The textbook offers ample material on a variety of cultures to allow for cultural comparison. In the activities, students are asked to compare and make connections between the content presented and their own experiences as well as other cultures and disciplines with which they are familiar. The textbook is visually well balanced with photographs and illustrations that support the targeted content. The Teacher's Edition has an easy to follow and understandable layout throughout the textbook. The textbook, as a coherent and continuous structure, aligned in the learning standards. The program has supplemental material such as audios and videos, as well as a virtual platform. The virtual platform "Passport" provides a wide range of resources allowing students to practice and expand what they have learned throughout the textbook. The textbook's website also provides authentic and relevant readings, aside from the ones provided in the textbook. The program offers a variety of formative assessments; however, it only provides one summative assessment per unit. Another aspect to consider is that the Teacher's Edition does not provide support or material for differentiated learning to students with disabilities or other learning styles; the program only focuses on Heritage Learners. There is also no material to parents/guardians in assisting-monitoring student's learning and how they can help support students' progress and achievement.

Reviewer #: 37

Background and experience:

I completed a MA in Education at UNM. I had been teaching Bilingual Spanish I, II, III, and IV, Dual Credit Classes for Spanish 111-112 for 11 years at the high school level. I also teach AP Spanish and language since 2013 and work as an AP reader every year with the college board. I had been an adjunct faculty at SJC teaching Spanish 111-112 since 2006. I lived for five years in Germany working as an international translator.

Professional summary of material:

The textbook integrates many well-designed activities to keep students engage in the content. The book presents a variety of teacher's resources and blends the underlying principles of ACFTL's readiness standards with features and strategies tailored specifically to build students' language and cultural competencies." Que Chevere"- level 4 offers a comprehensive, thoroughly developed teacher's edition that contains annotations and suggestions for a few selected activities. What I would love to see in this edition are activities that focus more on differentiated instruction for special needs and lower proficiency language skills.

Reviewer #: 27

Background and experience:

NM Prek-12th Specialty and K-8th Licensed teacher endorsed in Bilingual, Visual Arts, Performing Arts and Information Technology teaching for ten plus years in private, public and charter districts. Specialize in teaching the Spanish language and enriching literacy through the arts.

Professional summary of material:

Carnegie Learning Inc., Level 4 is an outstanding culturally rich text which takes students on an international escape through the histories and advancement of Spanish Speaking countries around the world. The scope and sequence in the Teacher's Edition provides a clear instructional guide to how the units should be taught incorporating the world-readiness standards for learning languages. It brings light to topics which engage students into a depth of inquiry and critical thinking providing ample opportunities to compare, reflect, analyze and evaluate aspects of the language and culture. It encompasses a direct correlation to the advanced student and directly to the IB tenets of inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective minds. It's beautiful acceptance and consideration of worldly cultures and perspectives allows students to engage in meaningful conversations which enact a growth of an open-minded future for an accepting world teaching students the importance of what a global citizen should be. This level of Que Chevere, misses the opportunity to offer a variety of differentiated instruction for learners other than Heritage Learners, AP and IB students, such as English Language Learners. The material lacks clear self-monitoring activities for students, scoring guidelines or rubrics, unit by unit digital or textbook tests or exams and Integrated Performance Assessments. It does, however, offer opportunities for formative and summative assessments through project based learning. Overall, it provides the much needed cultural responsive lens ensuring students acquire global competence through the 12 topics and skills statements from the ACTFL World Languages and 21st Century Skills.