

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	Mundo Real 2nd Edition Lv1 - Student Print Edition plus Online Premium access	Publisher	Editorial Edinumen
SE ISBN	9788491792475	TE ISBN	9788491792505
SW ISBN	9788491793816	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)

Recommended with Reservations
(80-89%)

**Not Recommended and
Not Adopted**
(below 80%)

Total Score - Below is the final score for the materials averaged between the team of reviewers.

Average Score
83%

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

Average Score
81%

Materials take into account cultural perspectives.

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

The materials take into account cultural perspectives as evidenced by sections within each unit which are specific to a cultural perspective throughout the section. This section provides different cities and countries around the world. The material positively reflects traditions, customs, beliefs, values of limited perspective of cultures.

Materials include a culturally responsive lens.

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

The materials partially offer a culturally responsive lens as evidenced by sections that pertain to a specific culture comparing other countries and their country. However, the materials do not give the students opportunities to explore different cultures throughout the entirety of the curriculum. The materials provide a limited overview of different ethnic backgrounds.

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

Average Score

81%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

Limited opportunities are provided for the students to demonstrate their knowledge of the standards through listening and speaking tasks; therefore, the team finds the grade level standards are partially met.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

A variety of activities that require the students to interpret, analyze, narrate, explain and present the content learned meet and align with the communication standards.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

There are a variety opportunities in which students interact with the culture through the language studied to reinforce the cultural aspects, traditions, beliefs, and/or customs; therefore, the materials meet the cultural standards.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

Multiple opportunities for students to interact beyond the classroom and connect to other disciplines and areas are provided throughout the materials. Also provided within the materials are topics of cross-curricular relevance that provide the students opportunities to make a connection. The team finds that the standards have been met.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

Although the materials provide opportunities to connect with the culture there is not a variety of opportunities for students to make comparison of the language studied. The team finds that the materials partially align with the comparison standards.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The students are not provided with a variety of opportunities to interact with the language beyond the classroom and within the communities (local, national, and global). Given the aforementioned evidence, the team finds that the materials partially align with the communities standards.

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

88%

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 team finds that the materials provide a variety of high-quality texts worthy of students' time and attention, exhibiting craft and thought, and/or providing useful information as evidenced by each unit containing context meeting these requirements. The materials engage the students with the content they are learning. The texts, as offered, have limited potential to provide quality information to the students.

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 team finds that the materials provide questions that are high-quality, text-dependent and text-specific questions as shown by the majority of the questions that are text-specific and draw students' attention to particulars in the text. The material provided in the text is high-quality and text specific. Responding to the questions will require the students to pay particular attention to the specific information requested in their efforts to provide accurate and meaningful answers.

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

Statements of appraisal and supporting evidence:

The materials provide limited scaffolding and supports to enable students' learning of World Languages as evidenced by a section embedded on each page of the lesson that provides for differentiated instruction for different learners. The material is systematically organized with limited lower level to more complex tasks, giving the students a progression that scaffolds and supports their learning.

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

87%

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 team finds that the materials are limited, not coherent and consistent, with the high school standards that all students should study in order to be college and career ready as evidenced by activities and corresponding standards that are pertinent to the grade level being studied. The materials reflect limited objectives to learn and provides limited opportunities to set their personal goals.

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

Statements of appraisal and supporting evidence:

The team finds that the materials are well designed and take into account effective lesson structures and pacing as evidenced by a pacing guide and scope and sequence with minimal deviation. Teachers can tailor the materials to provide structured lessons with appropriate instruction strategies that help with pacing, maintaining the scope and sequence with little or no interruption of the classroom instruction.

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

Statements of appraisal and supporting evidence:

The team finds that the materials provide limited support with teacher planning, learning, and understanding of the standards as evidenced by a section embedded within each lesson plan that contains "suggestions, preparation, etc." Although the materials provide a variety of activities for use with the content language, there are not clear connections between the activities and the standards.

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

Statements of appraisal and supporting evidence:

The team finds that the materials partially offer teachers resources and tools to collect ongoing data about student progress on the standards with limited activities that provide embedded assessment. The materials provide resources for teachers to evaluate the students' progress.

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 team finds the materials support effective use of technology to enhance student learning. Digital materials are accessible and available in the multiple platforms as evidenced by online activities. Students are able to practice listening comprehension, oral, and written skills through the digital platform that helps to reinforce and enhance their learning.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The team finds that the materials can be easily customized for individual learners as evidenced by the "instructional strategies" section provided on each lesson plan. The resources include visual and audio content to provide opportunities for students to develop, reinforce, and enhance their speaking, listening, writing, and reading comprehension skills.

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

Statements of appraisal and supporting evidence:

The team finds that the materials give all students opportunities and support to explore key concepts, as evidenced here again by the "instructional strategies" section provided on each lesson plan. The materials can be modified to adjust to the different proficiency levels of the learners.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials take into account cultural perspectives as evidenced by sections within each unit which are specific to a cultural perspective throughout the section. This section provides different cities and countries around the world. The material positively reflects traditions, customs, beliefs, values of limited perspective of cultures.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials partially offer a culturally responsive lens as evidenced by sections that pertain to a specific culture comparing other countries and their country. However, the materials do not give the students opportunities to explore different cultures throughout the entirety of the curriculum. The materials provide a limited overview of different ethnic backgrounds.

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 #: 31

Background and experience:

20 years teaching experience-13 dual-language 7 -Spanish Language, Master's in Curriculum & Education, Endorsements in TESOL K-12, Bilingual Education K-12 Language Arts K-8

Professional summary of material:

This material is recommended with reservations for adoption. This material provides authentic, engaging, diverse curriculum. It contains a variety of concepts and cross-curricular topics which adapts to the needs and interests of the students learning Spanish within the State of New Mexico. Although it gives opportunities for students to interact with the language, there are limited opportunities for students to make connections using the language. Although there is emphasis on careers and life-long learning of the language, there are limited opportunities for students to interact with the language outside of the classroom on the community, national, or global level.

Reviewer #: 32

Background and experience:

I taught 7 years at the high school level, 3 years at the college level. I have endorsement to teach Spanish, Bilingual Education and Business.

Professional summary of material:

The materials are in sequence. However, there are limited activities with printed authentic texts; only two projects are offered; the textbook doesn't offer rubrics for certain assessments; and the New Mexico Standards are not labeled on the activities. The text has potential but needs to be revised by the publisher. As a team member, I had to spend a lot of time to find my evidence due to the way the text is set up. The text is not appealing to the sight. According with the score, the material is recommended with reservations.

Reviewer #: 33

Background and experience:

Native Spanish Teacher from Spain, ten years teaching Spanish, Science and Math. Studies and license in PreKinder, Kinder, Elementary, Middle and High School in Social Studies, Spanish and Science. Expert in Doctoral student in Bilingual Education.

Professional summary of material:

This material is recommended with reservation for adoption. The material analyzed presents limited resources in research on different cultures compared to the students' own culture. The materials present limited content for the teachers' guide in the class structure. The adaptation to the diversity of the students and the teacher evaluation rubrics for the Learning Standards for the State of New Mexico are also limited.