

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title

(9-12 English Language Arts)

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	myPerspectives English Language Arts New Mexico Student Edition 2-Volume Hardcover + 6-year Digital Courseware, Grade 11	Publisher	Savvas Learning Company LLC
SE ISBN	9781418337629	TE ISBN	9781418337582
SW ISBN		Grade Level	11

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

90%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for 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 receive this recognition.

CLR Recognition



Average Score

83%

Materials take into account cultural perspectives.

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

The materials do take into account cultural perspectives as evidenced in the variety of texts provided for the full course. However, not every unit includes a variety of cultural perspectives to explore themes and essential questions, and there are more Caucasian and African-American texts than Native American and Hispanic. There is also no inclusion of Native American oral texts, and there are not Native American or Hispanic texts that take into account contemporary cultural perspectives.

Materials include a culturally responsive lens.

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

The materials do include a culturally responsive lens, but it is limited because of the lack of texts that represent Native American and Hispanic cultural experiences and communities. It is evidenced in the lessons in which students are asked to respond with their own personal narratives, and in some cases to consider their heritage as part of that, but there are not many opportunities for students to engage in that process. There are also not many opportunities for students to consider different contemporary perspectives on themes and essential questions from a variety of cultural lenses.

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

Average Score

88%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

Materials mostly align with grade level standards. This is evidenced in the provided standards correlation in the teacher's edition. Multiple texts across genres are provided for students to demonstrate their knowledge of American Lit. It is also evidenced in the standards overviews in the student edition texts.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Materials align to the reading standards with the exception of not including works by Shakespeare as required by the standards. This is evidenced in the unit introductions in both teacher's edition and the student editions.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Materials align to the writing standards. This is evidenced by the task in which students review their ideas from the texts, develop a topic sentence, and set-up an organizer for details about when, where, and with whom. It is also evidenced when students conduct research as part of an informative essay. They start by completing some library or online research. From their research, students are guided to select the strongest evidence, and they are provided with instruction on how to avoid plagiarism. They consider an essay outline for the launch text as a model for their own outlines, and they learn about choosing sentence patterns that help with the flow of their paper and presentation of information.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

Materials align to some of the speaking and listening standards. This is evidenced by the task in which students post their claim and strongest reason to the online discussion board and students comment . It is also evidenced when students have a discussion with a partner about what factors lead a person to embrace, reject, or feel neutral about his or her heritage. In the discussion, they build on one another's ideas and create an extended definition of the word heritage. The discussion closes with an evaluation. In some cases the citation does not meet all of the criteria. For example, students view and read about visual propaganda. Questions about meaning, perception, and slant are answered, but data and credibility are not addressed.

Materials align to language standards.

Statements of appraisal and supporting evidence:

Materials align to the language standards. This is evidenced by the concept vocabulary and word study activities for students. In this exercise students work on varying syntax through a study and practice of different sentence types/patterns. Then they return to the launch text to identify samples of these. Students have to review five academic terms, review their roots, predict the meanings, list two related words, and refer to a dictionary if needed.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

Materials mostly align to the New Mexico content standards for ELA. This is evidenced by the standards correlations offered in the teacher's edition and the standards column that accompanies lessons in the student editions.

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

Average Score

96%

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:

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. This is evidenced in the unit introductions where the whole-class readings, the small-group readings and the options available for independent readings are displayed, the unit overviews, and the text complexity rubrics with Lexile scores for the anchor texts.

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:

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. This is evidenced in the comprehension questions, the close read analysis questions, the research activities and in the writing prompts.

Materials provide scaffolding and supports to enable students' learning of English language arts.

Statements of appraisal and supporting evidence:

Materials provide scaffolding and supports to enable students' learning of English language arts. This is evidenced in the areas of personalized learning with reading support. This is done in every unit at the beginning of the whole-group learning and the small-group learning sections. The independent learning section offers scaffolding for English learners. Not every lesson provides scaffolding and supports for all learners.

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

91%

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:

Materials are coherent and consistent with the high school standards that all students should study to be college and career ready. This is evidenced in the standards that are listed in every lesson so that students are able to make the connection between the standards and the lesson expectations. This is also evidenced in the standards correlation pages in the teacher's edition.

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

Statements of appraisal and supporting evidence:

Materials are sequentially designed and do take into account effective lesson structure and pacing. The Unit Introductions show the sequencing and text comparisons for making connections throughout the course and they include the pacing plans at the bottom.

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

Statements of appraisal and supporting evidence:

Materials do support teacher planning, learning, and understanding of the standards. This is evidenced in standards support through teaching and learning cycles in each unit.

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

Statements of appraisal and supporting evidence:

Materials offer teachers resources and tools to collect ongoing data about student progress. This is evidenced in the technology platform with assessments for the beginning of the year, middle of the year, and the end of the year. Rubrics for performance-based assessments are available in the teacher and student editions. Students assess themselves at the beginning and end of each unit.

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:

Materials do support teacher planning, learning, and understanding of the standards. This is evidenced in standards support through teaching and learning cycles in each unit. The technology provides audio readings and video lessons for students to access. The hook and inspire lessons on the digital platform enhance the units for students.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be customized for individual learners. This is evidenced by the personalized for learning planning pages and the boxes in the teacher's edition that accompany individual lessons. The challenge boxes allow teachers to customize lessons for more advanced students.

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

Statements of appraisal and supporting evidence:

The materials give students opportunities to explore key concepts. This is evidenced in the personalized for learning strategies that are provided in the teacher's edition. On the digital platform the students can read summaries or "chunked" texts for better understanding.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials do take into account cultural perspectives as evidenced in the variety of texts provided for the full course. However, not every unit includes a variety of cultural perspectives to explore themes and essential questions, and there are more Caucasian and African-American texts than Native American and Hispanic. There is also no inclusion of Native American oral texts, and there are not Native American or Hispanic texts that take into account contemporary cultural perspectives.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials do include a culturally responsive lens, but it is limited because of the lack of texts that represent Native American and Hispanic cultural experiences and communities. It is evidenced in the lessons in which students are asked to respond with their own personal narratives, and in some cases to consider their heritage as part of that, but there are not many opportunities for students to engage in that process. There are also not many opportunities for students to consider different contemporary perspectives on themes and essential questions from a variety of cultural lenses.

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 #: 1

Background and experience:

I have been teaching high school English for 23 years. I have a Level IIIA license in Secondary Education and a Level IIIB license in Educational Management and Development.

Professional summary of material:

I believe the materials are of high quality. The teacher's edition offers ease of use with the color-coded pages for: an overview of the unit, teaching of each text, planning and lesson resource guides that include online components, text-complexity rubrics with reading support strategies and a teaching and learning cycle for the standards support of each text. Student editions have a unique component with the opportunity for students to scan the multimedia symbols in the text on their own devices to take them to interactive tasks. The online platform easily connects to Google Classroom for ease in assigning tasks for students and keeping track of students' grades. Overall, the online platform is a bit cumbersome to navigate but does offer tools and resources for teachers and students alike. The offerings of Hispanic and Native American oral and written texts are decent.

Reviewer #: 2

Background and experience:

Level III High School English Teacher 9 - 12; Ph.D Curriculum, Instruction, & Assessment

Professional summary of material:

The Teacher Edition, Student Edition, and the online technology platform offers students and teachers high quality materials with pacing plans and unit designs that are all inclusive, innovative, and creative. The texts include a variety of genres that are cultural and linguistic to meet the diverse population in New Mexico schools, including Hispanic and Native American cultures.

Reviewer #: 3

Background and experience:

I have taught 11th-12th ELA for eleven years and hold a level II teaching license.

Professional summary of material:

The materials are of high professional quality and provide teachers with tools for scaffolding, differentiation, pacing, and expansion of the units and individual lessons. The technology platform for this course provides ample opportunities for standards based assessments, monitoring student progress, and test preparation for the SAT and ACT. It also includes a home letter for each unit that is written in both English and Spanish to inform families of the content and essential questions of each unit of study. Students will definitely receive skills instruction and application across all of the language domains. Many of the speaking and listening activities offer creative options to synthesize, expand knowledge, and further explore the content. The text selections do not offer very many contemporary African-American works of literature that have been written post Civil Rights Era, which narrows the opportunity students have to understand more contemporary African-American experiences. The course does include texts written by Native American and Hispanic authors, both male and female, but most of the anchor texts are written by caucasian authors. A handful of the Native American and Hispanic author offerings are part of the Independent Learning sections, which means that students are choosing from a selection of texts, so they may or may not elect to read them. The comprehension questions, close reading questions, and writing assignments provide layers of support for critical thinking about the content of texts and text structures, but they do not consistently provide the opportunity for students to engage with their own background knowledge and cultural experiences as part of the critical thinking process to build meaningful connections between students' lives and literature.