

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	Esp Santillana L3 Student Edition + SuperSitePlus	Publisher	Vista Higher Learning, Inc.
SE ISBN	9781543309300	TE ISBN	9781616059132
SW ISBN		Grade Level/Content	11--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.)

<b>Recommended</b> (90% and above) <input checked="" type="checkbox"/>	<b>Recommended with Reservations</b> (80-89%) <input type="checkbox"/>	<b>Not Recommended and Not Adopted</b> (below 80%) <input type="checkbox"/>
<b>Total Score</b> - Below is the final score for the materials averaged between the team of reviewers.		
<b>Average Score</b>		
94%		

**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.

<b>CLR Recognized</b> <input checked="" type="checkbox"/>	<b>Average Score</b>
	99%

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 units which are specific to a cultural viewpoint of different cities and countries around the world. The materials continue covering a different Latin American country with each unit. The material positively reflects traditions, customs, beliefs, values of a variety of cultures.

Materials include a culturally responsive lens.

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

The materials include a culturally responsive lens as evidenced by units that pertain to a specific culture and how they compare with other countries. This gives the students opportunities to explore different cultures throughout the entirety of the curriculum. The materials give the students the opportunities to link with a web page to view and listen to native speakers in their own countries and others to enhance their awareness of the cultures studied.

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

Average Score

92%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

Materials fully align with the grade level standards as evidenced by ample opportunities for students to demonstrate their knowledge of the standards through listening and speaking tasks. Students engage in listening and speaking activities throughout the lessons.

Materials align with communication standards.

*Statements of appraisal and supporting evidence:*

The materials mostly align with communication standards as evidenced by some activities that require the students to interpret, analyze, narrate, explain and present. Most of the activities students have to engage in will require the students to either analyze, narrate and explain or analyze, narrate, and present. There are few instances where students must use all the communication standards within the same activity.

Materials align with cultures standards.

*Statements of appraisal and supporting evidence:*

The materials fully meet the cultural standards as evidenced in the activities on each unit. They describe cultural aspects, traditions, beliefs, and/or customs. Within each unit there are cultural aspects, traditions, beliefs, and/or customs pertaining to different cultures being reviewed within the materials..

Materials align with connections standards.

*Statements of appraisal and supporting evidence:*

The materials fully align with connection standards as shown by the variety of topics that are cross-curricular. The material offers opportunities to connect to other disciplines and areas. The materials offers opportunities to interact beyond the classroom. Learners are required to engage with the language through different disciplines such as mathematics, sciences, social studies, arts , etc.

Materials align with comparisons standards.

*Statements of appraisal and supporting evidence:*

Materials fully align with comparisons standards as evidenced by a variety of context rich texts and cross-curricular activities. Learners are required to engage with the language in a variety of disciplines(science, social studies, history, etc.) and apply the comparison standards.

Materials align with communities standards.

*Statements of appraisal and supporting evidence:*

The team finds that the materials partially align with communities standards as evidenced by activities that limit the connections between local, state, and global communities. Although students are required to make connections between local and state communities there are few situations that require students to make connections globally.

**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

100%

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 high-quality texts worthy of students' time and attention. These texts exhibit exceptional craft and thought, and/or provide useful information as evidenced by each unit containing content rich context texts in a variety of literary genre.

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. The majority of the questions being text-specific, draw students' attention to particulars within the text.

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

*Statements of appraisal and supporting evidence:*

The materials provide 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. Strategies that enable scaffolding and supports the students learning of World Languages are also provided intermittently throughout the materials.

**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

96%

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 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 objectives to provide students 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 designed well and take into account effective lesson structure and pacing as evidenced by a pacing guide. Included along with the pacing guide is a scope and sequence that allows for a coherent flow of concepts and content to enhance the learning experience for the students.

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

*Statements of appraisal and supporting evidence:*

The team finds that the materials support teacher planning, learning, and understanding of the standards as evidenced by a section embedded within each lesson plan that contains "suggestions, preparation, etc." The materials provide a variety of activities, some with and some without rubrics for all content areas that ensures teacher planning, learning, and understanding of the standards is consistent throughout the units of study.

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 offer teachers limited resources and tools to collect ongoing data about student progress on the standards. There are limited activities that provide embedded assessment to fully evaluate the learners on their 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 such as the online component of the student book, student work/practice book, video clips and audio are accessible and available in the multiple platforms as evidenced by online activities.

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 "differentiated instruction" section provided on each lesson plan. The resources include visual and audio content to provide opportunities for students to develop speaking 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 "differentiated instruction" section provided on each lesson plan. The variations of instruction provided within this section allows students the opportunity for exploration of key concepts with support of the key concepts tailored to their individual learning capabilities.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

The materials take into account cultural perspectives as evidenced by units which are specific to a cultural viewpoint of different cities and countries around the world. The materials continue covering a different Latin American country with each unit. The material positively reflects traditions, customs, beliefs, values of a variety of cultures.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

The materials include a culturally responsive lens as evidenced by units that pertain to a specific culture and how they compare with other countries. This gives the students opportunities to explore different cultures throughout the entirety of the curriculum. The materials give the students the opportunities to link with a web page to view and listen to native speakers in their own countries and others to enhance their awareness of the cultures studied.

**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 for adoption. This material within this series is authentic, engaging, diverse, and 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. The students of New Mexico will benefit in their knowledge of the content along with a differing perspective of the Spanish students may be associated with.

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 material is well designed, has sequence, presents graphics/pictures that represent diversity, has online activities, and teaches in a progressive way.

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:*

The material is recommended for its adaptation to the learning standards, presenting the contents in a progressive way, adapted to the needs and interests of the students of the State of New Mexico for learning Spanish