

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title
(9-12 Spanish 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	Imagina 4e Student Edition + Supersite Plus(6Y)	Publisher	Vista Higher Learning, Inc
SE ISBN	9781680057096	TE ISBN	9781680056761
SW ISBN		Grade Level/Content	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)	<input checked="" type="checkbox"/>	Recommended with Reservations (80-89%)	<input type="checkbox"/>	Not Recommended and Not Adopted (below 80%)	<input type="checkbox"/>
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 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 Recognition	<input checked="" type="checkbox"/>	Average Score
		97%

Materials take into account cultural perspectives.

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

The materials integrate culturally and linguistically responsive pedagogy using culturally familiar world problems, like immigration, including illustrations that mainly promote gender and racial equity. Imagina integrates culturally relevant pedagogy through texts and short films that affirm students' backgrounds. Some content begins with what learners already know from home, community, and school. The Teacher Edition includes some instructional options on the page borders, which encourage working cooperatively or sharing culture and linguistic backgrounds.

Materials include a culturally responsive lens.

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

The Teacher Edition and online Supersite offer diverse cultural angles by recognizing and valuing diversity through literature texts, video presentations, pictures, music, and the like. The Student Edition offers stories about culture, history, food, people, celebrations, and essential members of various cultures presented in the lessons. The Student Edition provides meaningful connection between what students learn in school and their cultures, languages, and life experiences via student-centered instruction.

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

Average Score

87%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The New Mexico Spanish Language Arts standards are not clearly defined or listed throughout the Teacher Edition and Digital material of Vista Higher Learning for Imagina. Therefore, teachers will need to state the goals, specific objectives, and SLA standards in each lesson. However, the material is aligned to meet the linguistic and cultural needs of 11th graders. The content does offer comprehensive lessons for each standard with a few lessons that can be modified. It also provides assessments that measure student progress. All the activities consistently teach the Depth of Knowledge strategy and Bloom's Taxonomy. The lesson overview in the Student Edition explicitly explains the role of the Spanish language and content for Hispanic speakers.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials align with the majority of the reading standards. Text selection is engaging and representative of quality XX/XXI Literature. However, there is no presence of Hispanic classic compositions from centuries XVII, XVIII, or XIX. Students are exposed to literary works that connect with the AP Spanish Language and Literature themes throughout the materials. The complexity of the writings are appropriate, and students make connections with vocabulary related to Social Studies or Sciences. Students evaluate complex argumentation and the comprehension of compound texts. Activities around these texts are designed to use the Spanish language to support their understanding and reasoning about the themes presented. The content of Imagina aligns with New Mexico Content Standards, since students analyze and evaluate common characteristics of significant literary works from various genres, including Hispanic oral and written texts. The book does not contain examples of Native American narrative.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials provide multiple embedded formative and summative assessments aligned with the 11th grade writing standards. The Teacher Edition on the online Supersite offers Essential Questions that are flexible, and instructors can use them as learning objectives in each Thematic Unit. The Teacher and Student printed versions provide an overview that prepares students for the linguistic and cultural topics to be studied in each lesson. Also, students develop written assignments with adequate styles based on the content, purpose, and audience. These assignments are coherent with ACFTL General Guidelines. However, the SLA Standards are not listed. Therefore, teachers will need to connect and align the writing standards with the written assignments in their lesson plans.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The Teacher Edition and the online Supersite provide meaningful material that meets the speaking and listening standards by focusing on academic discussion in one-on-one, small group, and whole-class settings. Formal presentations are a critical format for such conversations, but so are the more informal talks that take place as students collaborate to answer questions, build understanding, and solve problems. The materials also align with speaking and reading by evaluating complex information and ideas through media.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials are aligned with language standards, since they provide multiple forms of content and practice to increase knowledge of norms and appreciation for the Spanish language. Grammar content is well crafted and balanced. Students have the opportunity to practice from guided activities to independent compositions. Activities focus on the use of syntax to achieve a certain meaning or effect. Although there isn't a specific section for orthography, writing conventions are reflected throughout the selected texts, activities and projects. The online Supersite provides students with abundant practice. Vocabulary is grade level appropriate for each lesson, and presented at the beginning of each section and at the end in glossary form. Figurative language is reviewed among the texts, but there is no specific instruction about it.

Materials align to New Mexico content standards for SLA.

Statements of appraisal and supporting evidence:

The online Supersite provides two sections entitled Teaching Tools and ACFTL standards. Both are integrated into the teaching lessons. The materials show the progression of New Mexico Content Standards throughout the program components. However, there is no evidence of specific assignments integrated with each unit or lesson that list the New Mexico Spanish Language Standards. The materials assess students at a variety of knowledge levels, such as Bloom's Taxonomy. The materials offer visuals, word lists, and translations, and align with SLA standards. Also, a glossary contains the words, expressions, and translations listed on each Vocabulario page providing references and student support. The materials guide students in describing, analyzing, and evaluating significant work that include various Hispanic and Spanish authors. Students use technology that is accessible inside and outside the classroom.

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

Average Score

99%

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 materials keep students sufficiently challenged to increase their knowledge of vocabulary, literature, culture, and short films. The materials provide relevant information that can be applied in their current situations in the classroom and their everyday lives. The Student Edition provides a selection of vibrant and well-expressed texts, including a diverse film collection (Cafe para Llevar, Desconexion, and La Boda) and informational texts, diversified by genre and subject matter. The pacing guide is organized such that students demonstrate their knowledge and understanding through comprehension activities, while presentation activities suggest that they are connected with the topic of the literature work.

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 materials offer high-quality text-dependent and text-specific questions. The assignments are well designed, because they help students understand and comprehend the material covered in the lesson. The Depth of Knowledge and Bloom's Taxonomy are used throughout the materials, encouraging students to use a higher order of thinking in their responses and presentations. The scope and sequence chart and the online Supersite help teachers and students focus on specific questions, ideas, and details, making the objectives of lessons known.

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

Statements of appraisal and supporting evidence:

The syllabus content provides course core goals with components that can be customized to meet the needs of different student populations. Lesson plans and activities can be customized to meet the needs of varying student populations through the integration of abilities and opportunities to relate content with personal experience. For example, the section " Para empezar: Creencias e ideologias" offers Language Acquisition strategies for SLA students that help build vocabulary and support students in unpacking the academic language. Besides, translations and visuals provide options for students' scaffolding. The printed and online materials offer opportunities for students who read below grade level to build background knowledge by reviewing true or false statements, answering questions, and doing guided research projects, including a section titled: Manual de Gramatica. Finally, specific strategies in the teachers' online resources provide support for instructors to work with English and Spanish Language Learners. This is seen in the example "Have students work in pairs to come up with additional Spanish words and expressions commonly used by English speakers".

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

94%

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:

Almost all components of the standards are addressed; however, specific instructions on the use of hyphen and literature texts taken from centuries XVII, XVIII, and XIX are not present. Students are provided with opportunities to learn a standard thoroughly; however, there is no alignment throughout the materials offered to students or teachers. Formative assessments are offered within Supersite (students can auto-grade many of the activities) and the teaching tool 'I can,' that students can use to self-evaluate their learning objectives. Content is age-appropriate, and short films are especially engaging for learners since the topics are relevant for their level and interest. News and Cultural Updates on the Supersite provide current, real-world connections to language and culture via authentic articles and videos, and include pre-, during, and post-reading and viewing activities. New selections are added monthly. A guided writing assignment and vocabulary list conclude or summarize every lesson, providing opportunities for learners to review material, extend opportunities for learning, and build knowledge by applying acquired content.

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

Statements of appraisal and supporting evidence:

The structure is homogenous and well maintained throughout the book. Imagina offers ten lessons, and the Supersite platform is well organized and follows the same pattern. The table of contents in the teacher's edition is not aligned with the Common Core Standards in a particular way. However, ACTFL World Readiness Standards are specified for each lesson. The online platform offers a teaching tool that contains essential questions for each lecture. Learning objectives are facilitated through the teaching tools section, and a worksheet named 'I can' is provided, where students can self-evaluate language objectives themselves. Opportunities for differentiated instruction are not tied to learning objectives. However, Supersite allows teachers to assign activities to different students according to their proficiency level. There is an effective progression within students' assignments, leading to full understanding and mastery of new content throughout the development of all the sections within the materials (vocabulary, short film, grammar, culture, and literature). Tasks are presented in a thoughtful sequence. Imagina features a magazine-like design that is attractive for students. Materials incorporate glossary readings, short films, or videos that aid students and teachers in effectively using the materials. Vocabulary tools include customizable word lists with multiple practice models and flashcards with audio and options for English translations.

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

Statements of appraisal and supporting evidence:

The Teacher Edition (IAE) includes an Online Lesson Plan and Syllabus. It offers course core goals, the objectives of each lesson, the course components, and the evaluation methods that support teacher planning, learning, and understanding of the standards. The Teacher Edition provides annotations and suggestions for teachers to develop their teaching practices and adapt them to meet the needs of different students populations and standards. Materials support teachers in planning by describing how to work and use Imagina in the classroom and how to include literature, culture and short films in the lesson plans. In the content section, the Optional Sequence supports instructional strategies and grammar structures in context. Also, Supersite offers teacher resources that include Teaching tools: I can do statements, Essential questions, and ACFTL World-Readiness Standards. However, a specific or aligned list of Standards of Spanish Language Arts are not included in the Teacher Edition.

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

Statements of appraisal and supporting evidence:

The version of the Teacher Edition in the online Supersite offers tools and resources to support teachers on the standards. However, the printed version of the Teacher Edition (IAE) and the Student Edition follow lesson objectives, but not the standards. These are consistent formative assessments in comprehension, vocabulary, grammar, and literature activities that help students and teachers know if students are ready to reach the next level. However, throughout the lessons, there are no standards charts in the Teacher Edition that connect the activities with the standards to help the teacher track the students' techniques.

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 materials have a robust online component that enhances the practice provided within the printed materials. Technology resources, via the online Supersite, are web-based, iPad-friendly, and can be accessed on the go. Teachers can vary the assigned materials according to the students' level of proficiency. Teachers can also assign the number and condition of attempts for these activities. Students can auto-grade much of their practice with immediate feedback. Assessments can be customized and applied in an online format. Supersite also offers lab audio MP3 files forums for oral assignments, group presentations, and projects. Live Chat connects students in real-time, and is a communication center for instruction notifications and feedback. Supersite also provides a single gradebook for all online activities and 'vText' online resources, an interactive student edition with access to Supersite activities, audio, and videos.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The Online Syllabus content provides components that can be customized for individual learners. Lessons are listed and give grammar content. Students practice and self-monitor. The Estructuras section includes texts that cover the Spanish language and connects topics with cultural notes and activities related to relevant issues. The materials provide short films, visual representations, vocabulary, and word lists to support student understanding and enhance individual learners. Assignments provide integration of reading, speaking, listening, and writing skills. These assignments allow students to demonstrate their understanding of the language by answering comprehension questions, creating dialogues, writing essays, among other performance assessments. Teachers can support individualized learning activities and classwork by creating a group learning environment. There are opportunities to develop assignments in sequence, based on the level of language acquisition and content.

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

Statements of appraisal and supporting evidence:

The materials allow students to increase their knowledge of vocabulary, text comprehension, and written expression. Students improve their writing skills by learning how to use words, phrases, and clauses to link their real-life experiences to their writing assignments. Between small group instruction, digital resources, and whole group instruction, students have multiple opportunities to explore the standards on a variety of levels.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials integrate culturally and linguistically responsive pedagogy using culturally familiar world problems, like immigration, including illustrations that mainly promote gender and racial equity. Imagina integrates culturally relevant pedagogy through texts and short films that affirm students' backgrounds. Some content begins with what learners already know from home, community, and school. The Teacher Edition includes some instructional options on the page borders, which encourage working cooperatively or sharing culture and linguistic backgrounds.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The Teacher Edition and online Supersite offer diverse cultural angles by recognizing and valuing diversity through literature texts, video presentations, pictures, music, and the like. The Student Edition offers stories about culture, history, food, people, celebrations, and essential members of various cultures presented in the lessons. The Student Edition provides meaningful connection between what students learn in school and their cultures, languages, and life experiences via student-centered instruction.

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 #: 16

Background and experience:

I have been teaching for 16 years. I have taught Spanish Language Arts I-IV, AP Spanish Language and Culture, and AP Spanish Literature and Culture. I hold a level III K-8 Elementary License and a Level III 7-12 Secondary License with endorsements in Bilingual Education, TESOL, Gifted Education, Modern and Classical Languages, Psychology and Reading. Recently, I achieved my Level I Educational Diagnostician License. I hold a Bachelor of Arts in Teaching English as a Second Language, a Bachelor of Arts in Hearing and Language, and a Bachelor of Arts in Speech Language Pathologist and a Master's Degree in Psychology. All of these studies have been done in the Spanish language. I serve as an Instructional Teacher Leader (ITL) for my District.

Professional summary of material:

Imagina is an excellent material for teachers who want a more interactive communicative approach in their classes. This program has been developed following the ACFTL World Readiness Standards in mind, not the Common Core Standards for Spanish Language Arts. Lesson planning might be challenging for new teachers, since the standards are not clearly indicated or attached to the content/activities. The book's sequence is very engaging, and texts/ short films are excellent resources for motivation and enjoyment of the Spanish Language. However, there are no literature texts selected from the XVII, XVIII, XIX centuries. The online component is crucial. Even when differentiation strategies are not especially present within the printed Teacher Edition, the online Supersite activities allow teachers to select assignments for students to complete at their own pace. There are multiple listening activities where students can record themselves, which makes practice more significant. Assessments are customizable, and teachers can select the specific assignments, time, and grading they prefer. There are multiple resources on the online platform 'Supersite' for teachers, including 'I can' worksheets, essential questions, index to themes, contexts (AP), and ACTFL World Readiness Standards. Teachers can check the ACTFL standards applied within the texts and exercises. Overall, 'Imagina' is a quality material that might be easy to use for seasoned educators and experienced teachers. The textbook doesn't include CCSS for SLA, nor does it provide differentiation strategies for a different level of performance students. NM Content Standards are not specified, and there are no Native American oral or written text available for students within the materials.

Reviewer #: 17

Background and experience:

Overall, 20 years of teaching experience in various settings and courses ranging from English as a Second Language, Spanish, Intercultural classes, AP (Advanced Placement) Spanish Language and Culture, and IB (International Baccalaureate) courses in Spanish. I hold a level III 6-12 Secondary License with endorsements in English Language Arts, Modern and Classical Languages, TESOL, and Bilingual Education. I hold a Bachelor of Arts in English Language and Literature with an emphasis in Education and a Master's Degree in Gender and Cultural Studies with a major in Social Science.

Professional summary of material:

Imagina provides high-quality material and an ample opportunity to develop a culturally, meaningful, and communicative approach for Intermediate or Pre-AP levels. Themes are rich in diversity, offer authentic literature and information, and sequence texts for a specific subject matter. This program engages students in real communication strategies to develop and consolidate reading, listening, speaking, and writing skills. Therefore, materials provide language acquisition strategies and follow the ACFTL World Readiness Standards. However, language instructors will have to align New Mexico Common Core Standards for Spanish Language Arts. The materials support teachers in planning, by describing how to work and use Imagina in the classroom and include literature, culture, and abundant videos and short films in the lesson plans. However, the standards are not clearly stated, supplemented, or inserted in an addendum to the content/activities. The online component is fundamental and supports differentiation strategies. However, they are not present in the printed Teacher Edition. Finally, Imagina and the content on Supersite allow teachers to work with authentic material, plan task-based activities, and select content for students to encourage individual language abilities, group discussions, and adjust assignments for students to complete at their own pace.

Reviewer #: 18

Background and experience:

I have been teaching in the public schools for 17 years. I have taught grades K-6 in all content areas and grades 9-12 in Spanish, English as a Second Language and AP Spanish Language and Culture. I hold a level II K-8 Elementary License and K-12 Specialty Area License with endorsements in TESOL, Modern and Classical Languages, Bilingual Education, Language Arts and Reading.

Professional summary of material:

In my professional opinion, I believe the Imagina material is of good quality and has significant cultural relevance. The textbook provides the appropriate level of resources for hispanohablantes and students learning the language of Spanish. However, the standards are not clearly expressed in the Teacher Edition (IAE), so this issue may make it hard for new teachers to prepare lessons using the book. The online Supersite is an excellent resource for assessments, lesson planning, syllabus making, additional grammar help, auto scripts, and other helpful resources. The Teacher Edition is also lacking the differential instruction for students who need their work modified for lower and higher levels.