

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	StudySync Grade 9, Standard Single Bind Student Bundle, 6-year print and digital	Publisher	McGraw Hill LLC
SE ISBN	9780077037369	TE ISBN	9780077037871
SW ISBN		Grade Level	9

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

73%

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

75%

Materials take into account cultural perspectives.

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

The review team found evidence of text with varied cultural perspectives. The student is not supplied sufficient opportunity to consider the text from a cultural experience perspective or their own experiences as diverse community members.

Materials include a culturally responsive lens.

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

The materials are attentive to including some culturally responsive material and lessons. There is not a cohesive culturally responsive lens threaded throughout the content, structure, and pacing of the materials. The student edition does not address cultural lenses in the activities; rather, the exercises are generic.

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

Average Score

71%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The review team found within the comprehensive grade level standards, the text provides insufficient evidence of grade-level opportunities to practice skill development. The materials did not provide significant or frequent opportunities in Speaking and Listening and Language.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The review team found evidence of both literature and informational works in the materials. The variety, depth and complexity of text was minimal in the student materials, although longer works are available on the digital platform. Though the skills do not build upon one another in a cohesive manner, the materials do sufficiently identify reading skills, questions, and textual evidence required by the standards for grade 9.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

Although each unit does incorporate writing opportunities, the depth and variety of student expectations is minimal. The materials provide helpful checklists, models, and graphic organizers; however, the opportunity for students to apply the skills to their own writing is insufficient for this grade level.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The review team found little or no evidence to support speaking and listening standards in the printed materials. The online platform does identify some speaking and listening opportunities; however, they are teacher-directed and not a focus of the instructional sequence.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The review team found the language skill lessons included are aligned to standards; however, they are presented in isolation and do not connect back to language study of master authors. Students are not provided adequate guidance to apply language skill practice to their own writing. The language exercises are not consistently represented in the first and second half of the materials.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

The reviewed materials include some diverse oral and written literature and informational texts by Native American and Hispanic authors. The representation of these important works do not engage the learner in analysis and evaluation of common characteristics and cultural relevance.

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

79%

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 review team found numerous examples of high-quality texts worthy of inclusion in a grade 9 English classroom. The instructional guidance for the teacher does not capitalize on the potential to utilize the texts in a purposeful and engaging manner. The materials lack content that allows for building background and context for deeper learning experiences.

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 were sufficient, varied, thoughtful, and consistently text-based. There were opportunities for higher-level and extended thinking.

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

Statements of appraisal and supporting evidence:

The materials provide guidance and some alternative texts for a variety of learner abilities, but relies on the digital platform for access. The scaffolding is minimal and does not significantly address the instructional needs of struggling readers and writers in a high school classroom.

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

79%

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 reading standards are consistently addressed in the materials. The standards for writing, language, listening and speaking are not addressed in a consistent or cohesive manner that prepares students for career and college readiness.

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

Statements of appraisal and supporting evidence:

The teacher edition provides well thought-out lesson plans that align to standards and consider pacing. The volume of materials does not allow for depth and re-teaching when necessary. The student edition provides a consistent structure with routine expectations. The digital platform provides stronger lesson structures and components than printed materials.

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

Statements of appraisal and supporting evidence:

The materials include guidance for planning, learning, and understanding the standards; however, they are not integrated into the lesson and exist as separate documents online. The accessibility of available features is not cohesive or efficient for an educator to use.

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

Statements of appraisal and supporting evidence:

The online platform does have the capability to track student progress on assignments.

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 reviewers found limited opportunities for instruction specific to effectively using technology for the purpose of enhancing student learning. The digital materials appear to be available in multiple platforms including download. It is unclear how to tailor digital features and navigate usability of tools for teachers.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Some opportunities to customize for individuals are available, but the ease of customization is not apparent to the review team.

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

Statements of appraisal and supporting evidence:

There are opportunities to explore key concepts in reading and writing. The materials do not give students opportunities to extend beyond the text or have more choice in exploring concepts of interest.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The review team found evidence of text with varied cultural perspectives. The student is not supplied sufficient opportunity to consider the text from a cultural experience perspective or their own experiences as diverse community members.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials are attentive to including some culturally responsive material and lessons. There is not a cohesive culturally responsive lens threaded throughout the content, structure, and pacing of the materials. The student edition does not address cultural lenses in the activities; rather, the exercises are generic.

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 #: 7

Background and experience:

I am a Level III renewed National Board Certified English Teacher and administrator with endorsement in gifted, reading, and TESOL. I have nine years of diverse New Mexico classroom experience in grades 6-11. I have taught English in early college and comprehensive high school settings. I also have eight years of university teaching experience. I am currently serving as a high school English Language Arts Content Specialist in my district's Instruction division. I earned a PhD in Curriculum and Instruction with emphasis in Critical Pedagogies and Gifted Education. I also hold a Master of Arts degree in Reading.

Professional summary of material:

The materials include a wide-range of relevant and high-interest texts representing diverse authors and genres. The program identifies important reading skills and includes well crafted first read and close read prompts/text-dependent questions to assess and deepen comprehension. The strong points of the materials are the planning, supplemental resources, scaffolding, reading tools, full length novels, and test preparation materials in the digital platform, albeit challenging to navigate. The printed materials offer a more traditional experience with limited opportunities for extended learning, choice, and creativity in reading, writing, listening and speaking. The printed materials alone will not comprehensively address all of the standards, therefore access to the digital platform with significant professional development for navigation is a necessity. The program is mostly teacher-directed, leading to a concern about sustaining student engagement.

Reviewer #: 8

Background and experience:

I am a Level III Certified English Teacher with TESOL endorsement. I have two years of experience teaching ELD and 9th grade ELA in New Mexico and two years of experience teaching Dual Enrollment and AP Language and Composition in Texas and Virginia. I also have ten years of university experience teaching Composition, Business Writing, World Literature, Public Speaking, and Women's Studies courses. I am currently a member of my district's ELA Advisory Team and Curriculum Mapping Team. I hold a Master of Arts degree in English.

Professional summary of material:

The materials span a variety of genres and offer students exposure to diverse, well-written texts. There are many missed opportunities as far as cultural relevance and connection to students' lives as the supplemental activities are generic enough to fit any text. The Student Edition is prohibitive in size yet lacks many valuable resources. The access to the online version is essential to fully take advantage of the program. The online version offers valuable information and extension activities, but good navigation skills are necessary to fully utilize what is available. Connections between ideas and activities can be easily missed in the online format. There is an assumption that students are at relatively the same level. Scaffolds are present, but are not varied enough to satisfy the levels presented by the publisher.

Reviewer #: 9

Background and experience:

Over the course of eight years, I have taught grades 9-12 English including honors, Pre-AP, and SPED inclusion courses in three different states, so my experience is vast in different curriculums, systems, texts, and programs both district and content-wise. I am currently finishing a MA in English and a Level II teacher in the state of NM.

Professional summary of material:

The text's strength is the amount of resources and guides provided in an online platform and addressing reading standards with guiding questions and writing prompts. New, inexperienced teachers who are strong in technological skills but not designing lessons to meet all standards will benefit from using StudySync Grade 9. However, any teacher or school without a strong technological base will struggle with the setup and lack of resources to build sufficient depth and understanding at an appropriate level for all learning needs. The text is designed to be used with the online platform and many helpful organizational, planning, and supplemental materials are only available online; the printed books are not strong enough to meet all standards by themselves and the platform can be confusing to navigate.