

**New Mexico Public Education Department  
Instructional Material Bureau**

**Request for Applications**

**2021 Instructional Material Adoption  
Grades K-8**

**English Language Arts**

**Spanish Language Arts**

**World Languages**

**English Language Development**

**Structured Literacy**

**Ryan Stewart  
Secretary of Education**

**Instructional Material Bureau  
300 Don Gaspar, Room G-14  
Santa Fe, New Mexico 87501**

**October 6, 2020**

The New Mexico Public Education Department (PED) announces the 2021 instructional material process for adoption to the multiple list intended for Provider/Publisher bids in the categories of Core and Supplementary materials in grades K-8 English Language Arts, Spanish Language Arts, World Languages, and English Language Development.

# 2021 Instructional Material Adoption

New Mexico Public Education Department  
Instructional Material Bureau

Request for Applications

2021 Instructional Material Adoption:  
Grades K-8 English Language Arts Instructional Material  
Grades K-8 Spanish Language Arts Instructional Material  
Grades K-8 World Languages Instructional Material  
Grades K-8 English Language Development Instructional Material

Released:

Submission Timeline and Schedule: **Page 10**

RfA and Required Forms Available at:

<http://webnew.ped.state.nm.us/bureaus/instructional-materials/publishers/>

Issued by  
Anthony Burns, Bureau Chief  
Instructional Material Bureau

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# ANNOUNCEMENT, OVERVIEW, AND DEFINITIONS

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## Announcement

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The New Mexico Public Education Department (PED) announces the 2021 instructional material process for adoption consideration to the multiple list intended for Provider/Publisher bids in the categories of Core and Supplementary Instructional Material for grades K-8 English Language Arts; grades K-8 Spanish Language Arts; grades K-8 World Languages; and grades K-8 English Language Development.

This Request for Applications (RfA) is authorized by the Instructional Material Law, State of New Mexico, Section 22-15-1 to 22-15-14, NMSA 1978; PED Rule 6.75.2 NMAC and all other applicable laws and regulations.

[Instructional Material Law](#) (search for “Chapter 22 Public Schools” and “Article 15 Instructional Material”) and [Instructional Material Regulation](#)

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## Overview

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### Point of Contact for RfA

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The PED Instructional Material Bureau (IMB) is the sole point of contact for all activities and requirements related to the RfA.

- Via mail:  
New Mexico Public Education Department  
Instructional Material Bureau  
ATTN: 2021 Instructional Material Adoption  
300 Don Gaspar— Room G-14  
Santa Fe, NM 87501
- Via e-mail: [imb.contact@hprec.org](mailto:imb.contact@hprec.org)
- Website: [NMPED IMB](#)

### RfA Information Workshops for Provider/Publishers

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The IMB will hold a workshop for prospective Provider/Publisher applicants regarding the requirements of the RfA and the completion of required forms. Provider/Publishers should review the RfA and forms **prior to** the scheduled workshop and submit any questions in writing. There will also be a question/answer period at the end of the workshop. At the conclusion of the workshop, any additional questions may be submitted in writing to the IMB. Questions and answers will be compiled and posted to the IMB website.

**Webinar 1:** This first webinar is to provide general information on the RfA, submission requirements, and completion of required forms, with the exception of **Form F Citation Alignment and Scoring Rubric**.

**Date:** October 13, 2020\*

**Time:** 9am MST

[Webinar Registration](#)

**Deadline for Written Questions Prior To Workshop:** October 12, 2020. In the subject of the email put “RfA webinar questions”.

**Deadline for Written Questions after Workshop:** October 16, 2020. In the subject of the email put “RfA webinar questions”.

**Webinar 2: Form F Citation Alignment and Scoring Rubric** is the focus of the second webinar. Provider/Publishers should identify staff who will be responsible for oversight and completion of the Provider/Publisher’s Form F submissions. Form F captures the Provider/Publishers’ citations regarding the alignment of the instructional material with New Mexico academic content standards and other relevant criteria.

**Date:** December 16, 2020\*

**Time:** 9am MST

[Webinar Registration](#)

**Deadline for Written Questions Prior To Workshop:** December 15, 2020. In the subject of the email put “Form F webinar questions”.

**Deadline for Written Questions after Workshop:** December 18, 2020. In the subject of the email put “Form F webinar questions”.

\* Recordings of webinars will be posted to the IMB website on the publisher subpage within 7-10 days from the webinar

## **RfA Informational Conferences for Providers/Publishers**

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Conference calls/virtual meetings for prospective Provider/Publisher applicants regarding the requirements of the RfA and the completion of required forms will be scheduled based on information provided on Form A and submitted by the due date. The purpose of these conferences is to give Provider/Publisher applicants individualized assistance for their unique materials and/or situations as they complete the forms. Conferences will be scheduled after the *Form F: Citation Alignment and Scoring Rubric* webinar to support Provider/Publishers submitting core material that will be reviewed. Provider/Publishers should come prepared to ask clarifying questions about the completion of forms. All provider/publisher staff members who will take part in the completion of the RfA forms should plan to attend the scheduled conferences.

## **Publisher Google Drive**

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The IMB will create a Google shared drive for each publisher that submits material for this adoption and Summer Institute. All forms submitted to IMB will be uploaded to the drive for ease of access and use for all involved in the adoption/review process. All work on all forms should be completed in the Google drive by anyone involved in the adoption process, including those responsible for creating the material correlations in the Form F Citation Alignment and Scoring Rubric. The publisher drive will be used solely for the purpose of the IMB adoption and Summer Institute.

## **Instructional Material Summer Review Institute—Summer Institute**

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In accordance with New Mexico State Statute, NMSA 1978, instructional material is to be reviewed at a “Summer Review Institute at which basal material in the content area under adoption will be facilitated by content and performance experts in the content area and reviewed by reviewers.” The annual PED Instructional Material Summer Review Institute (Summer Institute) will begin the week of June 7, 2021 (subject to change). The purpose of the summer review institute is to review research based Core Instructional Material (CIM) submitted by Provider/Publishers, school districts, or other educational entities. Such material will be evaluated for alignment to the New Mexico academic standards and other relevant criteria specified in Form F Citation Alignment and Scoring

Rubric. The submitted CIM that is research-based is reviewed by New Mexico teachers who hold Level II or Level III certification and who currently practice in the content field.

## Legislative Funding

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The Instructional Material Fund is established in statute to be used for the purpose of paying for the cost of purchasing instructional materials pursuant to the instructional material law. Districts, charters, state-supported, and private schools are allocated instructional material funding on a per student basis. Per Section 22-15-9.C, NMSA 1978, "An amount not to exceed fifty percent of the allocations attributed to each school district or state institution may be used for instructional material not included on the multiple list."

## Definitions

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**Academic Standards**—concise, written descriptions of what students are expected to know and be able to do by the end of a course, grade level, or grade span, adopted in New Mexico Administrative Code (NMAC).

**Adaptive Titles**—instructional material designed to assist in meeting the educational needs of identified students.

**Adoption**—the authorization by the department of core and supplementary instructional material for use in public school districts, charter schools, and state educational institutions.

**Adoption Cycle**— the period during which instructional material adopted by the department shall be considered current.

**Basal**—the materials that constitute the necessary instructional components of a course of study, generally including a student edition, a teacher edition, and student workbooks.

**Citation video** - video prepared by the Provider/Publisher and hosted by the Provider/Publisher which demonstrates the citation process and material overview.

**Common Carrier**—a company that is in the regular business of transporting freight, such as United Parcel Service®, FedEx®, or the like.

**Core Subject Areas**—those subject areas for which the department has adopted content standards and benchmarks.

**Core Instructional Material (CIM)**—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.

**Culturally and Linguistically Relevant Materials** - instructional materials that authentically and positively reflect the elements of culture such as language, customs and beliefs, traditions and norms.

**Depository**—an entity approved by the department that represents Provider/Publishers for the purpose of managing district or school instructional material orders. The depository is responsible for accounting, acquisition, storage, distribution and disposition of adopted instructional materials.

**Differentiated Instruction**—constitutes individualized or customized instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles. For example, the instructor would utilize different teaching methods or modifications in content, process or product.

**English Language Learner (ELL)**—classes or support programs for students whose native language is not English.

**Instructional Material**—school textbooks and other educational media that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material and electronic media (not to include computers, laptops, handheld computers, or other devices).

**In-Adoption**—the currently adopted instructional material that is approved by the department, and included on the multiple list.

**Interoperability Standards**— the current industry standards that measure the seamless sharing of data, content, and services among systems and applications.

**Lexile Measure**—a number indicating reading level. Lexile measures can range from below 200L for beginning readers to over 1700L for advanced readers.

**Multiple List**—a written list of those instructional materials approved by the department.

**New Mexico Regional Review Center**—a state authorized location where samples of instructional materials are received from Provider/Publishers and made available to evaluators, teachers and educational practitioners. The review center is responsible for storage, disposition and inventory of current adopted Core Instructional Materials.

**Open Educational Resources (OER)**—the teaching, learning, and research material that is freely available for use, adaptation, and sharing.

**Open Source Curriculum (OSC)**—a planned sequence of instructional and educational material that covers a full academic course of study, and that may be freely accessed, distributed, and modified.

**Processing Fee**— the fees charged to vendors for each item of instructional material submitted for adoption, not to exceed the retail price.

**Professional Development**—the process of increasing the professional capabilities of staff by providing training and educational opportunities.

**Provider**—an organization or individual, including publishers, that develops and submits instructional material.

**Provider/Publisher Agreement**—an agreement between the department and the Provider/Publisher or Provider/Publisher's agent to provide certain material at the lowest retail price for the use of students in New Mexico schools and including a penalty for failure to perform.

**Request For Applications (RFA)**—the written notice issued by the department soliciting the submission of new instructional material in the specified subject areas, and outlining the terms and conditions of the department's review and adoption process.

**Research-Based Effectiveness**—the demonstrated effectiveness of instructional material in supporting students to meet or exceed grade-level goals according to New Mexico content standards, and as demonstrated by the best available evidence for curricula in the relevant grade and subject. For core instructional material, evidence shall include an independently conducted experimental or quasi-experimental research study or review by nationally-recognized, independent experts in curricula review. LEA-created core instructional materials may also



demonstrate effectiveness using correlational evidence that students using the core instructional material meet or exceed grade-level proficiency as measured by the state assessment.

**Review Set**—means the core instructional material submitted for review at the summer institute. The review set consists of the student edition, teacher edition, and student workbook, if available or the equivalent if digital. All review set items must be made available for purchase by districts as they are submitted for review and listed as such on the Form E List of Instructional Materials.

**Reviewer Of Record (Reviewer)**—a reviewer who is a qualified teacher with a level 2 or 3-A license with experience in the content area being reviewed.

**Rubric**—a scoring tool that lists the criteria to be met in a piece of work and describes levels of quality for each of the criteria.

**Structured Literacy**-means systematic, cumulative, explicit, diagnostic, and multisensory instruction that includes deep content knowledge and specific teaching expertise that focuses on the elements of phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels for the prevention of reading deficits.

**Substitution**—the replacement of an adopted item under the Provider/Publisher's agreement with a revised edition of the item.

**Supplementary Instructional Materials (SIM)**— supporting instructional material used to reinforce, enrich, or enhance instruction driven by core instructional material. Pursuant to Section 22-15-8 NMSA 1978, the department may choose not to review supplementary materials.

**Virtual review** - review teams conduct the review independently and collaborate findings online or by network.

## SECTION I: APPLICATION, PROVIDER/PUBLISHER PROCESSING FEE SUBMISSION AND DEADLINES

### Required Forms and Submission Dates

All forms can be downloaded from the PED website: [NMPED IMB](#)

Here, and throughout this document, CIM = Core Instructional Material and SIM = Supplementary Instructional Material.

**Figure 1: Form Submission Deadlines**

Form	Form Title	Submission Date	Applies To	Submit
<b>A</b>	Provider/Publisher Contact Information	11/06/2020	CIM and SIM	1—addresses both CIM & SIM
<b>B</b>	Certification of Instructional Materials	11/13/2020	CIM and SIM	1—addresses both CIM & SIM
<b>C</b>	Official Sample Label	06/07/2021	CIM	1—each CIM TE*, SE**, WB# title
<b>D</b>	Research-Based Effectiveness Determination	11/13/2020	CIM	1—for each CIM title submitted
<b>E</b>	List of Instructional Material	11/13/2020	CIM and SIM	1—combined CIM & SIM
<b>F</b>	Citation Alignment and Scoring Rubric (initial) Citation Alignment and Scoring Rubric (final)	02/05/2021 03/31/2021	CIM	1—CIM digital 1—CIM digital

TE\* = teacher edition

SE\*\* = student edition

WB# = workbook

**Figure 2: Addition and Withdrawal Deadlines**

Form	Deadline Type	Submission Date	Applies To	Submit
<b>E</b>	Additions to Form E deadline (Supplementary only)	03/31/2021	CIM and SIM	1— addresses both CIM and SIM
<b>E</b>	Withdrawal of titles deadline	02/05/2021	CIM and SIM	1— addresses both CIM and SIM
<b>E</b>	Addition of free material deadline	03/31/2021	CIM and SIM	1— addresses both CIM and SIM

Applications, additions, and withdrawals must be postmarked no later than the submission date specified in the above charts.

**Form D** notification as to whether or not submitted materials are found to be research-based will be communicated to the Provider/Publisher by **December 18, 2020**.

The Provider/Publisher should compile all additions (supplementary only) and withdrawals on the consolidated **Form E List of Instructional Material**; submit one revised **Form E** by March 31, 2021 deadline; complete (initial) **Forms F and citation video link** by the February 5, 2021 deadline. The initial Forms F should be submitted via email to [imb.contact@hprec.org](mailto:imb.contact@hprec.org). The IMB staff will upload these Forms into the Publisher Google drive and review the submitted (initial) **Forms F** to ensure that the materials will be reviewable at the summer institute. The Provider/Publisher will receive notification of necessary changes via Google drive comments and suggestions by March 1, 2021. All **Forms F** in their final version will be completed **in the publisher/provider Google drive** by March 31, 2021. At this time, they will be removed from the publisher Google drive for use during the Summer Institute. (See Section IV for additional information regarding addition and withdrawal of material.)

The PED reserves the right to reject any applications or portions thereof that fail to comply with the provisions of the RfA. The PED reserves the right to waive requirements when such waiver is determined to be advantageous to the state (6.75.2.9, NMAC).

### **Provider/Publisher Processing Fee**

The Provider/Publisher processing fee must be made via corporate check. The corporate check must be postmarked no later than December 11, 2020. Specific instructions for calculating the Provider/Publisher processing fee are included in this RfA under Section III E and Section VI, Form E, Column I.

## SECTION II: ADOPTION PROCESS AND DESIGNATIONS

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Pursuant to 6.75.2.8, NMAC, the PED shall review and adopt instructional material in core subject areas for use in public school districts, charter schools, private schools, and state educational institutions. Providers/publishers that meet the criteria set forth in this RFA may submit instructional material to the department for consideration through the process outlined herein. Providers may submit print format, digital format, or both and shall certify whether their instructional materials are one of the following: core instructional material (CIM) or supplementary instructional material (SIM).

OER and OSC instructional material may be submitted by the PED or submitted by schools, districts, or providers for adoption consideration. Pursuant to Section 22-23B NMSA 1978 and Section 22-23A NMSA 1978, the Hispanic Education Advisory Council (HEAC) and the Indian Education Advisory Council (IEAC) may submit instructional material to the department for adoption consideration. If the HEAC or IEAC submits instructional material as a provider, there shall not be a fee associated with the adoption. If the HEAC or IEAC submits instructional material created by a separate provider with the consent of the provider, there shall be a fee associated with the adoption as determined by the department.

### A. Certification as Core or Supplementary

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Provider/Publishers may submit instructional material for adoption consideration in print format, digital format, or both. Provider/Publishers shall certify on Form B: Certification of Instructional Materials whether their instructional materials are one of the following: core instructional material or supplementary instructional material. Instructional materials must be submitted as core if they are a full academic course of study for which the state has adopted content standards and benchmarks. Form B will certify that all instructional materials listed as Core and/or Supplementary on Form E: List of Instructional Materials comply with the definitions as defined within this RFA. The department shall determine whether the Provider/Publisher has appropriately categorized each submission and may reclassify material if necessary. OER and OSC instructional material may be considered for adoption by the department as either Core or Supplementary. Form B: Certification of Instructional Materials is due by 11/13/2020. Instructional materials submitted by the Provider/Publisher and not certified appropriately may be disqualified for adoption consideration.

### B. Research-Based Effectiveness Determination for Core

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The department may accept any applications that satisfy all criteria outlined in this RFA, including criteria for determining research-based effectiveness. Instructional materials that have been submitted on Form E: List of Instructional Materials, certified on Form B: Certification of Instructional Materials, and verified by the department to be Core, will be evaluated based upon the criteria established for Form D: Research-Based Effectiveness Determination. Core instructional materials that do not meet the research-based effectiveness criteria within Form D: Research Based Effectiveness Determination will not be reviewed and will not be adopted.

### C. Review of Instructional Materials for Core Consideration

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Instructional materials submitted for adoption and verified by the department to meet the definition of Core and the research-based effectiveness criteria will be reviewed for alignment with state academic standards and other criteria as specified in the appropriate Form F: Citation Alignment and Scoring Rubric. Based upon the results of the review material submitted for Core consideration, the department will make adoption recommendations to the secretary using the classification guidelines in Section II: Adoption Process and Designations (D. Classification of Adopted Instructional Materials below).

### D. Classification of Adopted Instructional Materials

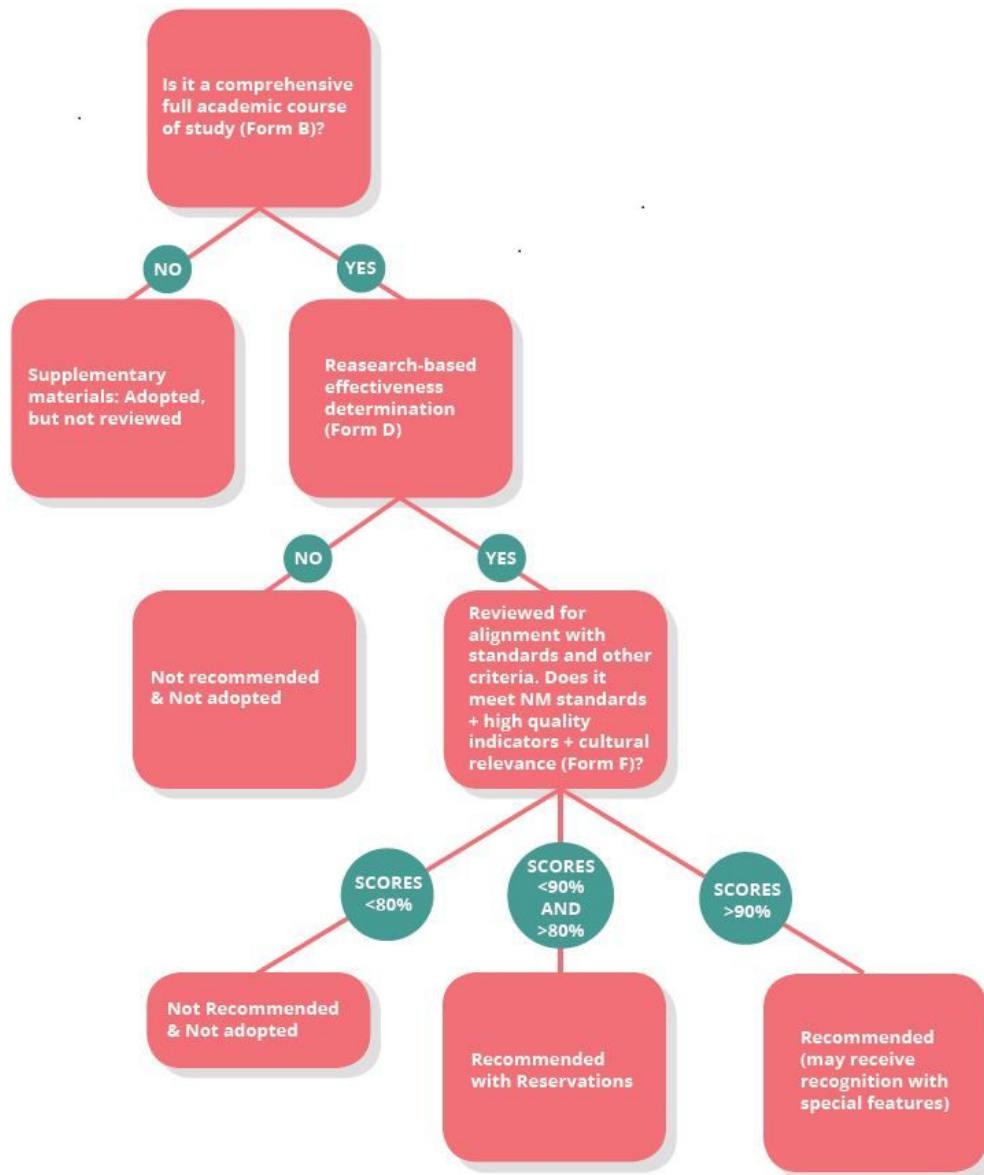
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The department shall make adoption recommendations to the secretary using the following guidelines. Instructional material submitted for adoption as Core; verified by the department to meet the definition of Core and research-based effectiveness criteria; and reviewed for alignment with state academic standards and other criteria as specified in the appropriate Form F, shall be classified as follows:

- Core instructional material that scores at 90% or higher on all identified criteria, including research-based effectiveness, may be designated as Recommended and may also receive recognition for special features identified by the department.
- Core instructional material that scores greater than 80% but less than 90% on all identified criteria, including research-based effectiveness, may be designated as Recommended with Reservations.

Core instructional material that scores less than 80% on all identified criteria, including research-based effectiveness, will not be adopted and will not be included on the multiple list.

**Figure 3: Adoption Process and Designations**



## SECTION III: TERMS

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### A. Application

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Applications shall adhere to the terms and conditions of this RfA and the timelines summarized in Figures 1 and 2, page 9.

### B. Transfer of Title Ownership

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Transfer of title ownership applies to those materials adopted on the multiple list, for which there is an agreement in place, and which the original Provider/Publisher has transferred the rights to those materials to another Provider/Publisher.

Titles Identified Within the Contract: The process begins with two formal letters from each of the respective corporations, one from the original contract “owner” (Provider/Publisher) and one from the receiving party (Depository). The letters are sent to the IMB explaining the transfer and providing specific information, including a timeline for the transfer process.

Titles to be transferred are those listed by the original contract owner (Provider/Publisher) on **Form E List of Instructional Material**. Both parties must attach the same list(s) to their correspondence and identify the list as *Exhibit A*. The letters shall be mailed to the PED IMB.

Upon receipt of the required documents, the IMB will determine if further details are necessary to record the transfer to the Depository and the official state files. Please contact the IMB via email if you require further guidance.

### C. Provider/Publisher Processing Fees

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Fees for submission of instructional material submitted for Core or Supplementary consideration will be based on a one-time payment of 35% of the grand total of the total retail price of all items listed on a Provider/Publisher’s **Forms E List of Instructional Material**. The processing fee will be calculated automatically within the Form E. Provider/Publisher submits a corporate check made payable to New Mexico Public Education Department and delivered by United States Postal Service or common carrier, postmarked no later than December 11, 2020, and addressed to IMB. Paid fees are non-refundable, other than over-payment of fees if identified by the PED.

See Section VI, **Form E List of Instructional Material Column I** for specifics on how the Provider/Publisher processing fees are calculated.

## D. Bid Submission General Requirements

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1. **Nonconforming bids:** Bids that do not conform to the requirements of this RfA may be rejected or returned for Provider/Publisher correction at the discretion of the PED.
2. **Subject area:** Bid submissions must be in the subject specified in this RfA: K-8 ELA, SLA, World Languages, and ELD Instructional Material.
3. **No duplication of titles submitted previously:** The Provider/Publisher may not bid material that has already been adopted in another section or subject area. Bids that do not comply with this requirement will be rejected.
4. **Draft and final formats:** Instructional material submitted must be in at least the draft form of a blue line master by March 31, 2021 and must be in a finished format by December 31, 2021.
5. **Current copyright:** The Provider/Publisher must bid the most current copyright material that will be available. The Provider/Publisher's copyright of the instructional material submitted for the current adoption may be post-dated using the beginning year of the Provider/Publisher's instructional material contract with the state of New Mexico. Material bearing a copyright after the year of 2022 will not be accepted for the current adoption review.
6. **Substitutions:** Substitutions during the first year of the Provider/Publisher agreement are discouraged; however, substitutions may be allowed under certain conditions specified in NMAC 6.75.2, with the approval of the IMB.
7. **ISBN:** All individual items that qualify **must have a unique 13-digit ISBN** (International Standard Book Number). See instructions for **Form E List of Instructional Material** for additional information on ISBNs and unique identifiers for bundles and packages. **Do not enter hyphens into ISBNs on any of the forms.**
8. **Digital material:** All submissions consisting of, or incorporating, digital content must be compatible and readable on any platform.
9. **Free instructional material:**
  - a. Teacher editions or material for teacher use, such as manuals and guides, are to be offered free with class orders and at a ratio of one per teacher for each grade-level classroom, at least in the first year of purchase. The quantity of free or reduced-price material provided shall be calculated according to the number of teachers using the material and not according to the amount of material purchased or the number of students.
  - b. Any free or reduced-cost material described on the Provider/Publisher's **Form E List of Instructional Material**—and made available at no cost or at a reduced cost to a school that adopts its instructional material—will be made available on an equitable basis to all schools that adopt its instructional material.
  - c. Any free or reduced-cost material or service described on the Provider/Publisher's **Form E List of Instructional Material**—and made available at no cost or at a reduced cost to a school that adopts its English instructional material—will make available the Spanish version or equivalent also at no cost or at reduced cost.
  - d. The Provider/Publisher shall make no offer of free or reduced-price material or services that have not been designated as such on the final approved list.
10. **Special Education/Adaptive Titles:** Instructional Materials appropriate for special education students are designed to support the students' side-by-side participation in the inclusive classroom, as well as participation in self-contained programs. The expectation of instruction is to meet state standards in developmentally appropriate ways. Adaptive titles submitted for adoption as MLSS (Multi-Layered System of Supports) or special education Core textbook will be subject to the same conditions and criteria of the review process at the summer institute.
11. **Lexile scores:** Lexile scores are required for each Core title including RTI, special education, and adaptive submissions. Lexile for Supplementary titles will be reported, if they are available.
12. **No alteration of forms:** All forms required by this RfA and submitted to the IMB must remain in the original format (e.g. Excel) until uploaded to the publisher Google drive by the IMB staff. Forms that have been

altered may be returned for correction, rejected, or may eliminate the Provider/Publisher from participation in the adoption review at the discretion of the PED.

13. **Braille material.** Provider/Publisher must submit National Instructional Materials Accessibility Standard (NIMAS)-conformant files of any printed instructional material that is submitted for Core consideration and is adopted by the PED as Core instructional material, at no additional cost, and on or before delivery of the printed instructional material, to the NIMAC repository at the American Printing House for the Blind (Reference: Braille Access Act, NMSA 1978 and 6.75.4 NMAC). The PED and its agencies shall have the right to transcribe and reproduce the instructional material furnished pursuant to this agreement in Braille, large print, recordings, or other media for the use of visually disabled students unable to use the instructional material in conventional print form. Such right shall include those corrections, revisions, and other modifications as may be required by the PED or its agencies.
14. **Compliance with standards:** Instructional material submitted, as further described in this RfA, will meet specified standards.
15. **Ownership of submitted instructional material:** All instructional material submitted in response to the RfA shall remain the property of the PED. Review sets will not be returned to the Provider/Publisher. Adopted Core Instructional Material submitted by the Provider/Publisher to the New Mexico Regional Review Centers shall remain the property of the Regional Review Centers. Distribution or disposal shall be at the discretion of the IMB and the Regional Review Centers.

## E. Digital Material Compliance

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1. All instructional material submitted for Core consideration must also be available in an electronic format for electronic readers, pursuant to Section 22-15-13(E), NMSA 1978. At a minimum, the electronic version must be in Portable Document Format (PDF). Electronic materials must meet the following requirements:
  - a. Provider/Publishers may not offer electronic equipment with the purchase of an e-book.
  - b. Provider/Publishers may exceed the required PDF format with additional formats for purchase.
  - c. At a minimum, the e-books must be delivered as a PDF copy of the adopted textbook.
  - d. Updates to online programs will be without cost to the consumer.
  - e. The duration of site licenses for online programs (annual, by semester, by month, by student, etc.) is determined by the Provider/Publisher.
  - f. Provider/Publishers must provide contingency plans and site support for schools when online subscriptions are inconsistent or not deliverable.
  - g. Prices for digital material are not to exceed the lowest price(s) for which the material is sold elsewhere in the United States, including trust territories.
2. Core digital bid for adoption must meet these additional criteria:
  - a. Platform-neutral, including configurations for networking;
  - b. Graphical user interface (GUI) appropriate for content and grade level: (1) appealing for user; (2) easy to use and understand; (3) interactive, allowing user control;
  - c. Program flexibility and support: (1) supports differentiated or personalized learning through style, pace, or needs; (2) can be adapted or configured by the teacher to meet evolving needs; (3) provides adaptive instructional content, timely and appropriate feedback to students; (4) allows student work and progress indicators to be saved and retrieved;
  - d. Lexile scores for each Core title;
  - e. Accountability: (1) classroom management tools; (2) student work and progress indicators can be saved and retrieved.



## F. Lowest Available Pricing

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All instructional material, both print and digital, submitted by the Provider/Publisher for both Core and Supplementary, will have a price that does not exceed the lowest price(s) for which the material is sold elsewhere in the United States (including trust territories), during the term of the Provider/Publisher agreement. If a price reduction occurs elsewhere resulting in a price lower than that currently in place in New Mexico (including any retail prices listed on publisher websites), such price reduction shall be communicated to the PED IMB and applied at any time during the dates of the Provider/Publisher agreement. The Provider/Publisher shall provide written notification to the IMB and the Depository of any decreases to prices of instructional material. The retail price of publisher materials listed on Form E does not/shall not include shipping, handling or any other costs.

## G. Quality of Material

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1. Hardcover textbooks, instructional material, and related educational material must meet the official minimum [Manufacturing Standards and Specifications](#) (MSST) of the State Instructional Material Review Association.
2. All material submitted for adoption and sale in the state of New Mexico must conform to the requirements of the Consumer Product Safety Improvement Act and all new requirements therein.

## H. Designation of Depository

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The Provider/Publisher must designate a state-authorized instructional material depository. At the time of this RfA, Archway is the sole state-authorized instructional material depository. The Provider/Publisher will include such designation as part of **Form A Provider/Publisher Contact Information**. Provider/Publishers that submit either Core or Supplementary materials pursuant to this RfA are required to offer all such materials through the state-authorized instructional material depository (currently Archway). All such materials include print, digital, and online products; no exemptions will be made for online products. Provider/Publishers must enter into a separate contract/agreement with the state-authorized instructional material depository and may contact the current depository, as follows:

### **Archway**

**Account Representative:** Desa Rogers

4525 Paseo Del Norte NE

Albuquerque, N.M. 87113

**Toll Free:** 888-223-2665

**Phone:** 505-766-9721 x 3957

**Fax:** 505-766-9781

**E-Mail:** [desa.Rogers@archway.com](mailto:desa.Rogers@archway.com)

## I. New Mexico Regional Review Centers

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The Provider/Publisher shall provide a copy of adopted Core Instructional Material to the New Mexico Regional Review Centers. Specifically, within thirty (30) days of the finalization of a Provider/Publisher agreement, the Provider/Publisher shall provide copies of Core student and teacher instructional material, as well as other material they deem necessary to provide adequate information to the authorized regional review centers and provide proof of delivery to the IMB. At a minimum, print editions—where available—or digital versions must be provided. A list of the New Mexico Regional Review Centers is included as Attachment 1.

1. The Provider/Publisher shall provide a sample of the teacher's edition and a sample of the student edition of each Core adopted title to each New Mexico Regional Review Center below:
  - Eastern New Mexico University Instructional Resource Center (Portales)
  - New Mexico Highlands University Curriculum Library (Las Vegas)
  - New Mexico State University Learning Resource Center (Las Cruces)
  - Western New Mexico University School of Education (Silver City)
  - University of New Mexico College of Education (Albuquerque)
2. **Form C Official Sample Label** must be attached to the samples sent to the New Mexico Regional Review Centers.
3. For digital instructional material, all access information must be included, such as web links, access codes, and passwords.

## J. Provider/Publisher Agreements

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Pursuant to Section 22-15-13, NMSA 1978, the PED may enter into a contract with a provider/publisher or authorized agent for the purchase and delivery of instructional material on the multiple list adopted by the department. OER, OSC, or instructional material for which there is not a provider/publisher, vendor, or agent to fulfill the requirements, including instructional materials developed by a district/school, may be exempt from the contract or may have an alternate contract. The Provider/Publisher agreement process begins after the Secretary of Education approves the adopted multiple list after the review institute.

1. The PED will send the Provider/Publisher agreement(s) to Provider/Publishers within thirty (30) days following authorization of the multiple list by the Secretary of Education.
2. The Provider/Publisher must sign and return the Provider/Publisher agreement(s) within 30 calendar days after certified receipt date. Failure to return the signed agreement may result in the rejection of the Provider/Publisher's application. Provider/Publisher processing fees are non-refundable in this event.
3. The Provider/Publisher will include the Transfer of Title Ownership at this time if applicable. [SEE Section II.B].
4. The Provider/Publisher agrees that services will be performed within applicable federal and state laws and applicable standards and regulations of the PED.
5. The contract period is six (6) years for submitted instructional material included on the adopted multiple list, starting January 1, 2022 and ending December 31, 2027.

## K. Prohibited Activities

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1. Provider/Publishers may not contact the summer institute reviewers of record, content leaders, facilitators of record, quality analysts, program managers and the officer of record before or during the institute. Reviewers, content leaders, facilitators, quality analysts, program manager and the officer of record will be instructed not to contact or discuss review procedures with Provider/Publishers at any time. Any inquiries related to the summer institute are to be directed to the IMB at [imb.contact@hprec.org](mailto:imb.contact@hprec.org).
2. Provider/Publishers, and/or their representatives, and/or authors shall not contact the Secretary of Education, and the secretary will not accept samples sent by Provider/Publisher agents, representatives, and/or authors.
3. Instructional material shall be submitted solely through the process set forth in this document. Textbooks and materials submitted to individuals, or in a method not prescribed by this document, will be donated or otherwise disposed of at the discretion of the IMB.
4. Provider/Publishers are prohibited from conducting a pilot program in the content area under review in which schools receive free material and professional development during the twelve months prior to the summer review institute.

5. Provider/Publishers are prohibited from selling, or providing in conjunction with the sale of instructional material, any electronic media, computer hardware, delivery systems, computers, equipment, laptops, iPods, e-Readers, LCD projectors, electronic student response system, Interwrite school pad, test scanner, or any like items with the purchase of either print or digital Core and Supplementary material.
6. Provider/Publishers may not provide reviewers or other participants in the summer institute with free gifts, brochures, candy, or complimentary items at any time or in any location.

## SECTION IV: CORRECTIONS, ADDITIONS, AND WITHDRAWAL OF SUBMITTED MATERIAL

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### A. Corrections

1. Corrections to any Forms A, B and E submitted as a part of the RfA process must be submitted by February 5, 2021. (Excluding Form Fs)
2. Errors identified after the deadline in paragraph A.1, above, should be reported to the IMB. The IMB will make a determination as to whether corrected documents will be allowed. Minor errors, typos, incorrect ISBN, etc. will generally be allowed.

### B. Additions to **Form E *List of Instructional Material***

1. Additions to **Form E** (Supplementary only) will not be allowed after March 31, 2021.
2. The deadline for adding free material is March 31, 2021.
3. New titles added to **Form E** after December 11, 2020 will be subject to applicable Provider/Publisher processing fees.

### C. Withdrawal of instructional material from **Form E *List of Instructional Material***

1. Provider/Publishers may withdraw material from Form E prior to February 5, 2021; however, the original processing fees are not refundable. Requests to withdraw material from Form E after the above-stated deadline is subject to a monetary penalty for each title removed to cover the expense to the state of altering paperwork and forms.
2. Withdrawal of Core titles from Form E after February 5, 2021 will result in a penalty to the Provider/Publisher for each Core title withdrawn from the review process. If the Provider/Publisher's Core processing fee for the withdrawn title exceeded \$1500.00, there will be no further penalty other than the forfeiture of the original processing fee. If the Provider/Publisher's Core processing fee for the withdrawn title is less than \$1500.00, there will be a penalty of forfeiture of the original processing fee plus the difference between the processing fee and \$1500.00.
3. Withdrawal of supplementary material from Form E after March 31, 2021 will result in a penalty to the Provider/Publisher for each title withdrawn in the amount of \$50.00. The original submission processing fee for the title is not refundable.
4. Withdrawal of "Free" items from Form E will not be allowed after March 31, 2021. If the free item is no longer available, the Provider/Publisher is required to provide a substitution of like-kind in educational value for the duration of the Provider/Publisher agreement.

## SECTION V: STANDARDS, CURRICULUM, AND PROGRAM REQUIREMENTS

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### A. English Language Arts Standards for Grades K-8

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#### [K-12 ELA Common Core State Standards](#)

\*New Mexico adopted an additional 15% of state-specific standards in ELA which focus on cultural responsiveness. [Read these standards here.](#)

### B. Spanish Language Arts Standards for Grades K-8

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#### [K-12 SLA Common Core State Standards](#)

\*New Mexico adopted an additional 15% of state-specific standards in SLA which focus on cultural responsiveness. [Read these standards here.](#)

### C. World Languages Standards for Grades K-8

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#### [K-12 World-Readiness Standards for Learning Languages](#)

### D. English Language Development Standards for Grades K-8

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#### [K-12 English Language Development](#)

### E. Adaptive, MLSS, Special Education, and Intervention Instructional Material

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#### 1. **General Requirements for Adaptive Student Text, Provider/Publisher Options:**

- a. For the purpose of this adoption, adaptive textbooks are instructional material designed to assist in meeting the educational needs of identified students. The textbook builds students' knowledge in critical content areas with accessible reading levels and a research-based instructional design.
- b. [Multi-Layered Systems of Support](#) (MLSS) – The 2020-2021 school year is a universal adoption period for all schools throughout the state. This allows LEA and independent charters the freedom to focus MLSS implementation by aligning needs with progress indicators in the MLSS framework. This new state framework for both academic and behavioral interventions was previously titled The Student Assistance Team (SAT) and the Three-Tiered Model of Student Intervention. The MLSS provides guidance on the statutorily mandated (Section 22-13-32 NMSA 1978) intervention framework in New Mexico and aims to be more comprehensive, target features of implementation, and to include resources available at each layer of support. The 2020-2021 school year will include technical support provided by NMPED to assist LEAs and independent charter schools with the universal adoption of the MLSS framework.
- c. At all levels, attention should be on the fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.
- d. The adaptive title should accommodate the learner with specific considerations to research-based instructional design. Adaptive textbooks bid for adoption for MLSS and special education students must meet the following criteria:
  - Developmentally appropriate, sheltered instruction
  - High-interest and low reading level
  - Students' knowledge in critical content areas is built with accessible reading levels.
  - Slower pacing

- Simpler vocabulary and more accessible reading level
  - Lessons prepared for readers performing at least two grade levels below their same age peers
  - Shorter passages
  - More illustrations
  - Age-appropriate graphics
  - Same scope and sequence of lessons for that grade level
  - Contains lessons as well as reinforcement practice in a format that developmentally builds upon the student's skills
- e. The adaptive title should accommodate the learner with specific considerations to the following formats, such as:
- Spacing between print lines is wider.
  - Visual distractions for the reader are kept at a minimum, such as sidebars, text wrap with illustrations.
  - Double column print is avoided when possible. Single column is preferable.
  - Vocabulary words are bolded or highlighted when they are presented within the content.
  - A glossary of terms and vocabulary words is provided.
2. **Adaptive Titles of Core Instructional Material** - The adaptive title submitted as Core Instructional Materials (print or digital) must follow the scope and sequence of lessons for the specific grade level as described in the subject and grade level course descriptions and should:
- a. be designed with an emphasis on high-interest and low reading level;
  - b. accommodate the student's comprehension by using appropriate research-based instruction/interventions, such as slower pacing, simpler vocabulary, lessons prepared for readers performing at least two grade levels below their same age peers, shorter passages, more illustrations, and age appropriate graphics; and
  - c. meet the same criteria as other Core submissions: alignment to curriculum standards and other relevant criteria. The Provider/Publisher must submit a **Form F Citation Alignment and Scoring Rubric** specific to the content and grade level. Core adaptive instructional materials and digital programs must be submitted on **Form E List of Instructional Material**; indicate specific population in the "Additional Populations" column.
3. **Supplementary Instructional Material (print or digital)** - The adaptive title submitted as Supplementary refers to material used to reinforce, enrich, and/or extend the basic program of instruction, including ancillary items referenced as bundles, packages, student support kits, classroom support kits, teacher support kits, sets, libraries, and collections. Such adaptive supplementary material must be listed on Form E List of Instructional Material, and the Provider/Publisher must indicate YES in the "Adaptive" column and the title will automatically be adopted and added to the state supplementary adoption list.

## **F. Summary of Structured Literacy:**

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Structured Literacy is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system, the writing system, the structure of sentences, the meaningful parts of words, the relationships among words, and the organization of spoken and written discourse.

Structured Literacy materials are informed by and based on the Science of Reading evidence and competency-based learning by including differentiation for what students know and what they need to know, allowing for personalized

instruction. Scaffolding for English Language Learners to aid in their achievement of academic success is within Structured Literacy materials. The materials include all components: phonology, orthography, morphology, semantics, syntax, pragmatics and discourse.

For the purpose of this Request for Applications, Structured Literacy materials are **Supplementary Instructional Materials (SIM)**— supporting instructional material used to reinforce, enrich, or enhance instruction driven by core instructional material. Pursuant to Section 22-15-8 NMSA 1978, the department may choose not to review supplementary materials. All materials submitted for this RfA will be designated as Supplementary Instructional Materials (SIM) on *Form E: List of Instructional Materials*.

## **SECTION VI: PROVIDER/PUBLISHER REQUIREMENTS FOR THE SUMMER INSTITUTE**

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### **A. Submission of Review Sets Of Core Material:**

1. Provider/Publishers must submit for each Core title six (6) review sets.
2. Each print review set is a comprehensive print educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study, generally this is a student edition, a teacher edition, and a student workbook and a document that reflects any citation abbreviations, acronyms, etc. Form C Official Sample Label must be attached to each item in the review set, and each review set should be bound together. *See section VII for directions for Form C: Official Sample Label.*
3. Each digital review set is comprehensive digital educational material which constitutes the necessary instructional components of a full academic course of study, generally this is a digital student edition, a digital teacher edition, and a student workbook. A document that reflects any citation abbreviations, acronyms, digital access information, etc. Form C Official Sample Label must be attached to each item in the review set, and each review set should be bound together. *See section VII for directions for Form C: Official Sample Label.*
4. Review sets of the Core titles must be submitted and registered at the summer institute on Monday, June 7, 2021 (subject to change) by the Provider/Publisher's agent. Review sets that are not registered by the deadline, or are incomplete at the time of registration, will not be reviewed and not adopted.
5. No samples, review sets, or titles are to be shipped to the PED. The PED is not responsible for material shipped to the location of the summer institute and is not responsible for loss or damage of Provider/Publisher's material if the Provider/Publisher makes those arrangements independently.
6. Supplementary material is not submitted to the summer institute, is not included in the review sets, and cannot be included with the Core submissions for the review.

### **B. Review Set and Citation Videos/Citation Document:**

Provider/Publishers submitting Core material are required to create a short video presentation, no more than 20 minutes, for each grade level review set, along with a document explaining the citations, acronyms, and abbreviations used on Form F. (If there are multiple grades with similar features, a single video and document to cover those grades is acceptable.) Each video should inform reviewers how each specific grade level review set submitted is structured so that the reviewers can gain a basic understanding of the materials. Each video should also include basic instructions about the Provider/Publisher's general citation strategies used in completing the **Form F Citation Alignment and Scoring Rubric**. Each video and citation document will inform the reviewers of the Provider/Publisher's notations, acronyms, abbreviations, headings, and features that were used to indicate where evidence of the standards and indicators can be located within the textbook or digital material. Provider/Publishers may also provide instructions on how to access online or digital material necessary for the review. Each Provider/Publisher is responsible for hosting the videos on a website with easy access by summer institute reviewers and IMB staff.

### **C. Guidelines for Provider/Publisher Video Presentations (Due with initial Form F)**

1. Video presentations are limited to twenty minutes per Core review set submitted for review. The majority of the video should show the structure of the materials in the review set; how to read the citations in the *Form F: Citation Alignment and Scoring Rubric*; and how to navigate the materials to find the cited material. No more than  $\frac{1}{4}$  of the video can be an overview of the Provider/Publisher and the materials they provide.
2. *This is not a sales presentation, and the Provider/Publisher may not address pricing, free material, promotional information, pilot programs, professional development, ranking by nationally recognized reviewers, or any other information not germane to understanding the structure of the material or the Form F citations.*
3. **The Provider/Publisher may not include any contact information in the video.**



4. Introduce your citation format.
5. Be specific with examples. When necessary, because of various page formats, the Provider/Publisher should explain additional location information regarding acronyms, abbreviations, heading, or feature, such as:

FQ = Focus Questions

CT = Chapter Test

GP = Guided Practice

SA = Section Assessment

DI = Differentiated Instruction

SB = Side Bar insert

Example: [123-5] would refer the reviewer to page 123, paragraph 5 to find the evidence of the indicator.

Example: [123-FQ-4] would refer the reviewer to page 123, focus question # 4 to find the evidence of the indicator.

#### **D. Provider/Publisher Video for HQIM Website**

Each provider/publisher submitting Core material is asked to submit a video not more than 20 minutes long for the IMB's HQIM reviews website. These videos should be similar to the citation video, with the exception of referring to any citations within the *Form F: Citation Alignment and Scoring Rubric*. They should show the structure of the materials in the review set and may include a brief overview of the provider/publisher and the materials they provide. This is not a sales presentation, and the Provider/Publisher may not address pricing, free material, promotional information, pilot programs, professional development, or ranking by nationally recognized reviewers. Each Provider/Publisher is responsible for hosting the videos on a website with easy access by the public that remains active for the six year adoption period.

#### **E. Specialty Equipment and Technology Support for Review of Digital Material**

1. Reviewers may utilize varying devices/computers for their reviews of Provider/Publisher-submitted electronic instructional material. Your materials must be accessible from any device/computer.
2. If the Provider/Publisher's digital material requires equipment other than a PC-based computer, it is the Provider/Publisher's responsibility to provide and set up such technology for reviewer use.
3. It is the Provider/Publisher's responsibility to provide technology support for technology provided during the review.
4. The Provider/Publisher is responsible for providing links, passwords, user IDs, and any other required access information needed to review electronic and online material. Provider/Publisher-specific requirements for digital review will be included on **Form C Official Sample Label**.
5. The IMB may require the Provider/Publisher to assist with the set-up of computers—such as ensuring that specific software, browsers, etc. (required by the Provider/Publisher) are installed on each computer and that necessary IDs and passwords are functional.

## SECTION VII: REQUIRED FORMS AND INSTRUCTIONS FOR COMPLETION

### Specified Forms

The IMB provides a specific bid format to be completed for each required form. **No alterations, additions, or substitutions to the prescribed bid forms will be accepted.** Charts, brochures, catalogs, or the like will not be accepted. Provider/Publishers that fail to submit the required forms will have their bid, or affected parts of their bid, eliminated from the adoption process. SEE Section I, Submission Deadlines, for due dates. [All publisher forms are available for download on the Publishers' page of the IMB website.](#)

### Form Submission

All forms must be submitted as an electronic copy via email to [imb.contact@hprec.org](mailto:imb.contact@hprec.org)

**Figure 1: Form Submission Deadlines**

Form	Form Title	Submission Date	Applies To	Submit
A	Provider/Publisher Contact Information	11/6/2020	CIM and SIM	1—addresses both CIM & SIM
B	Certification of Instructional Materials	11/13/2020	CIB and SIM	1—addresses both CIM & SIM
C	Official Sample Label	06/07/2020	CIM	1—each CIM TE*, SE**, WB# title
D	Research-Based Effectiveness Determination	11/13/2020	CIM	1—include all CIM titles for each CIM title submitted
E	List of Instructional Material	11/13/2020	CIM and SIM	1—combined CIM & SIM
F	Citation Alignment and Scoring Rubric (initial) Citation Alignment and Scoring Rubric (final)	02/05/2021 03/31/2021	CIM	1—CIM digital 1—CIM digital

See the form sections below for requirements, directions, and examples.

**Figure 4: Index to Forms Section**

Form	Form Title	Page
A	Provider/Publisher Contact Information	27
B	Certification of Instructional Materials	30
C	Official Sample Label	36
D	Research-Based Effectiveness Determination	38
E	List of Instructional Material	48
F	Citation Alignment and Scoring Rubric	59

## FORM A: Provider/Publisher Contact Information

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**REQUIRED FOR: Core and Supplementary**

**SUBMIT: One Form A for both Core and Supplementary materials**

[All publisher forms are available for download on the Publishers' page of the IMB website.](#)

### **OTHER INFORMATION:**

1. New Mexico Publisher Code: The publisher code is a unique number assigned by the New Mexico book depository (Archway) on behalf of the IMB. If your publishing house does not have a New Mexico publisher code, contact the Archway office at 505-766-9721 ex. 3957 and request a code. Do not assign your own code or use multiple codes. **Every Publisher/Provider must have a Publisher code.**
2. The authorized representative must have the authority to make the required certification.
3. The designated contact representative will be the primary person IMB contacts regarding questions relating to the bid submission, deadlines, forms, and other issues relating to the bid submission.
4. If additional publisher representatives need to be added to Form A after it has been submitted, their contact information must be communicated to the IMB and added to a revised Form A submitted to the IMB.

### **FORM INSTRUCTIONS:**

1. Complete each field.
2. Submit an electronic copy of your form.



# FORM A: Provider/Publisher Contact Information 2021 Adoption

Please download and complete FORM A from the [IMB Publishers'](#) page.  
This Form A is for reference only.

## 1. PROVIDER/PUBLISHER CONTACT INFORMATION

Provider/Publisher  
Name: \_\_\_\_\_

Imprint: \_\_\_\_\_

NM Provider/Publisher  
Code: \_\_\_\_\_

City and State of Publishing Business: \_\_\_\_\_

## 2. DESIGNATION OF DISTRIBUTION POINT/DEPOSITORY

New Mexico Distribution Point/Depository: \_\_\_\_\_

## 3. AUTHORIZED REPRESENTATIVE INFORMATION

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

## 4. CERTIFICATION: AGREEMENT TO the TERMS AND CONDITIONS

**Certification of Authorized Representative for Agreement Purposes:** The authorized representative for the publisher named above agrees to the terms and conditions outlined in the bid instructions, and certifies that all information submitted in response to this RfA is true and accurate.

Signature of Authorized Representative: \_\_\_\_\_

## 5. PROVIDER/PUBLISHER STAFF CONTACTS

### CORPORATE BIDS/CONTRACTS AGREEMENT MANAGER

Contact Name: \_\_\_\_\_

Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Telephone/Ext: \_\_\_\_\_

E-Mail: \_\_\_\_\_

**6. DESIGNATED CONTACT REPRESENTATIVE**

Contact Name:	_____	Title:	_____
Street Address:	_____	City, State, Zip:	_____
Telephone/Ext:	_____	E-Mail:	_____

**7. NEW MEXICO REPRESENTATIVE**

Contact Name:	_____	Title:	_____
Street Address:	_____	City, State, Zip:	_____
Telephone/Ext:	_____	E-Mail:	_____

**8. SUMMER REVIEW INSTITUTE CONTACT INFORMATION (For Core Submissions Only) : Please provide the names of three contacts who will be available to answer questions about the Form F: *Citation Alignment and Scoring Rubric* (beyond what can be answered by reviewing the submitted instructional video about the material) and to solve problems with digital access or materials during the Summer Institute.**

Contact Name:	_____	Title:	_____
Street Address:	_____	City, State, Zip:	_____
Telephone/Ext:	_____	E-Mail:	_____

Contact Name:	_____	Title:	_____
Street Address:	_____	City, State, Zip:	_____
Telephone/Ext:	_____	E-Mail:	_____

Contact Name:	_____	Title:	_____
Street Address:	_____	City, State, Zip:	_____
Telephone/Ext:	_____	E-Mail:	_____

**9. PROVIDER/PUBLISHER WEBSITE**

Web address:

## FORM B: Certification of Instructional Materials—Print and Digital Material

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**REQUIRED FOR: Core and Supplementary**

**SUBMIT: One Form B for both Core and Supplementary material**

[All publisher forms are available for download on the Publishers' page of the IMB website.](#)

### **PRINT AND DIGITAL MATERIAL: CORE AND SUPPLEMENTARY**

1. Certification per 6.75.2.9.B.2 NMAC that Provider/Publishers certify whether each submission is core or supplementary as reflected on their Form E: List of Instructional Materials.
2. Certification that all materials submitted for adoption and sale in the state of New Mexico conform to the Consumer Product Safety Improvement Act (CPSIA) and all new requirements therein.
3. Certification that the material under review has no cultural bias and provides an accurate representation of various ethnic groups; has no gender bias and promotes gender equality; has no factual error; has no religious affiliation or political partisanship.

### **PRINT MATERIAL: CORE AND SUPPLEMENTARY**

1. The *Manufacturing Standards and Specifications for Textbooks* (MSST) shall apply to all textbooks that are submitted for adoption on **Form E List of Instructional Material** for both Core and supplementary print material.
2. The current MSST shall apply to all textbooks, which may be submitted for adoption without reference to the number that may be circulated during the period of agreement, provided that these standards shall not apply to subject classifications, which may be specifically exempted by the adopting agency prior to the call for bids.
3. All material submitted for adoption and sale in the state of New Mexico must conform to the requirements of the Consumer Product Safety Improvement Act and all new requirements therein.
4. The Provider/Publisher's submission of **Form B Certification of Standards—Print and Digital Material** guarantees the durability of textbooks for the six-year adoption cycle.
5. All material used in the manufacture of texts supplied under this adoption shall be tested in their original condition as furnished to book manufacturers and shall be subject to all trade tolerances recognized by the respective industries affected. Provider/Publishers are required to file (upon notification that their bid has been accepted) samples of material and to furnish to the state—when requested during the six-year life of this adoption—similar, adequate, and complete specimens of such material used in any subsequent printing and/or binding manufactured and delivered to the state under this adoption. Such tests shall be made upon material in finished books as is necessary to establish that such materials are identical to material submitted or exceed the requirements of these specifications. Tests to establish adherence to mechanical specifications will be made on the finished books.
6. Print instructional material must conform to the MSST, either at the time of bid submission or no later than December 31, 2021.
7. Required certification for print material. The authorized representative for the Provider/Publisher—named above—certifies that all print material submitted **either** (1):
  - currently conforms to MSST standards during the contract period, including any future substitutions
  - ensures that all copies furnished under the agreement will be identical to, or the equivalent of, the official sample
  - ensures that all copies conform to, or exceed, these same specifications**or** all print material (2):
  - conforms to MSST standards no later than December 31, 2021
  - ensures that all copies furnished under the agreement conform to, or exceed, every specification New Mexico Administrative Code (NMAC 6.75.2)

8. All items that do not currently conform to MSST standards are listed by title and ISBN. The authorized representative further certifies that all print material complies with Consumer Product Safety Improvement Act (CPSIA).

#### **DIGITAL MATERIAL: CORE**

1. Section 22-15-13(E) NMSA 1978, requires that Provider/Publishers of instructional material on the multiple list shall be required to provide those materials in both written and electronic formats. The PED has established that, at a minimum, the electronic version must be in PDF format.
2. Required certification for digital material. The authorized representative for the Provider/Publisher, named above, certifies that all digital material submitted for Core consideration is available in electronic format and, at a minimum, the digital material is in PDF format. The authorized representative further certifies that all digital material complies with CPSIA.

#### **FORM INSTRUCTIONS:**

1. Identify material submitted on the exception-based **Form E List of Instructional Material** that does NOT currently conform to Manufacturing Standards and Specifications for Textbooks (MSST) at the time of bid submission. Each item listed on Form B must conform to the standard for print or digital material no later than December 31, 2021.
2. Identify titles that do not currently conform to MSST at the time of bid submission, but will conform by December 31, 2021. List the title and ISBN of the student edition in the table included in the form.
3. Have the authorized representative—identified in **Form A Provider/Publisher Contact Information**—complete the nine certifications included with **Form B**.
4. Submit an electronic copy.



# FORM B: Certification of Instructional Materials— Print and Digital Material 2021 Adoption

Please download and complete FORM B from the [IMB Publishers'](#) page.  
This Form B is for reference only.

**Provider/Publisher  
Name/Imprint:** \_\_\_\_\_

**Publisher Code:** \_\_\_\_\_

The undersigned Provider/Publisher agrees that the following conditions will be met.

**1. For print and digital material: Core and Supplementary**

All material submitted for adoption consideration must be categorized accurately by the Provider/Publisher on all forms as defined in 6.75.2.9 NMAC as either Core or Supplementary.

**Certification of Authorized Representative for Categorization of Core and Supplementary:** The authorized representative for the Provider/Publisher named above certifies that all print and digital material submitted for adoption consideration are accurately categorized on all forms as Core and Supplementary, as defined in NMAC 6.75.2.9. Core instructional material means “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.” Supplementary instructional material means “supporting instructional material used to reinforce, enrich, or enhance instruction driven by core instructional material.”

Name/Title of Authorized Representative: \_\_\_\_\_

Signature of Authorized Representative: \_\_\_\_\_

Provider/Publisher/Imprint: \_\_\_\_\_ Date: \_\_\_\_\_

**2. For print and digital material: Core and Supplementary**

All material submitted for adoption and sale in the state of New Mexico conforms to the requirements of the RFA that all materials submitted for adoption and sale in the state of New Mexico conform to the Consumer Product Safety Improvement Act (CPSIA) and all new requirements therein.

**Certification of authorized representative for compliance with CPSIA**

Name/Title of Authorized Representative: \_\_\_\_\_

Signature of Authorized Representative: \_\_\_\_\_

Provider/Publisher/Imprint: \_\_\_\_\_ Date: \_\_\_\_\_

**3. For print and digital material: Core and Supplementary**

All material submitted for adoption and sale in the state of New Mexico conforms to the requirements of the RFA that all materials submitted for adoption and sale in the state of New Mexico demonstrate no cultural bias and provide an accurate representation of various ethnic groups.

**Certification of authorized representative for compliance**



Name/Title of Authorized Representative: _____
Signature of Authorized Representative: _____
Provider/Publisher/Imprint: _____ Date: _____

**4. For print and digital material: Core and Supplementary**

All material submitted for adoption and sale in the state of New Mexico conforms to the requirements of the RFA that all materials submitted for adoption and sale in the state of New Mexico demonstrate no gender bias and promote gender equity.

<b>Certification of authorized representative for compliance</b>
Name/Title of Authorized Representative: _____
Signature of Authorized Representative: _____
Provider/Publisher/Imprint: _____ Date: _____

**5. For print and digital material: Core and Supplementary**

All material submitted for adoption and sale in the state of New Mexico conforms to the requirements of the RFA that all materials submitted for adoption and sale in the state of New Mexico contain no factual errors.

<b>Certification of authorized representative for compliance</b>
Name/Title of Authorized Representative: _____
Signature of Authorized Representative: _____
Provider/Publisher/Imprint: _____ Date: _____

**6. For print and digital material: Core and Supplementary**

All material submitted for adoption and sale in the state of New Mexico conforms to the requirements of the RFA that all materials submitted for adoption and sale in the state of New Mexico are not religiously affiliated.

<b>Certification of authorized representative for compliance</b>
Name/Title of Authorized Representative: _____
Signature of Authorized Representative: _____
Provider/Publisher/Imprint: _____ Date: _____

**7. For print and digital Material: Core and Supplementary**

All material submitted for adoption and sale in the state of New Mexico conforms to the requirements of the RFA that all materials submitted for adoption and sale in the state of New Mexico do not ascribe to politically partisan ideologies.

<b>Certification of authorized representative for compliance with 6.75.2.9.B.1f NMAC</b>	
Name/Title of Authorized Representative:	_____
Signature of Authorized Representative:	_____
Provider/Publisher/Imprint: _____	Date: _____

**8. For print material: Core and Supplementary**

Print instructional material conforms to the Manufacturing Standards and Specifications for Textbooks (MSST), either at the time of bid submission OR will conform no later than December 31, 2021. The Provider/Publisher shall furnish to the state for appropriate testing, when requested, samples of material used in the publication of any print material included in the bid submission.

- d. Currently non-conforming material will conform by December 31, 2021. Identify by title, IM Code (SE, TE, etc.), and ISBN each item submitted on **Form E List of Instructional Material** that does not meet MSST standards at the time of bid submission and that *will* meet MSST standards no later than December 31, 2021.

FULL TITLE	IM Code	ISBN

- e. Conforms at time of bid submission. The Provider/Publisher will certify that all titles, not identified as currently non-conforming (chart 3.a, above), *do* meet MSST standards at the time of the bid submission and *will* meet MSST standards during the contract period. **Please check on the line provided here to certify:** \_\_\_\_\_

<p><b>Certification of Authorized Representative for Compliance with MSST and CPSIA:</b> The authorized representative, for the Provider/Publisher named above, certifies that all material submitted, either (1) currently conforms to MSST standards during the contract period, including any future substitutions; and that all copies furnished under agreement will be identical to or the equivalent of the official sample; and will likewise conform to or exceed these same specifications; or (2) will conform to MSST standards no later than December 31, 2021, and that all copies furnished under agreement will conform to, or exceed, every specification. All items that do not currently conform to MSST standards are listed by title and ISBN in Chart 3.A, above. The authorized representative further certifies that all print material complies with CPSIA.</p> <p>Name/Title of Authorized Representative: _____</p>
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Signature of Authorized Representative: \_\_\_\_\_

Provider/Publisher/Imprint: \_\_\_\_\_ Date: \_\_\_\_\_

**9. For digital material: Core**

Section 22-15-13(E) NMSA 1978, requires that Provider/Publishers of instructional material on the multiple list shall provide those materials in both written and electronic formats. The PED has established that, at a minimum, the electronic version must be in PDF format.

**Certification of authorized representative for compliance with Section 22-15-13(E) NMSA 1978 and CPSIA:** The authorized representative, for the Provider/Publisher named above, certifies that all digital material submitted for core consideration is available in electronic format, and, at a minimum, the digital material is in PDF format. The authorized representative further certifies that all digital material complies with Consumer Product Safety Improvement Act (CPSIA.)

Name/Title of Authorized Representative: \_\_\_\_\_

Signature of Authorized Representative: \_\_\_\_\_

Provider/Publisher/Imprint: \_\_\_\_\_ Date: \_\_\_\_\_

## FORM C: Official Sample Label

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**REQUIRED FOR:** Core Instructional Material submitted to the Summer Review Institute and samples submitted to the Regional Review Centers

**SUBMIT:** Affix one Form C for each Core item submitted to the Summer Review Institute and for each sample submitted to the Regional Review Centers.

[All publisher forms are available for download on the Publishers' page of the IMB website.](#)

### OTHER INFORMATION:

1. The official sample label must be filled out in its entirety and attached to the following:
  - a. Each item in a review set submitted as Core for review at the Summer Review Institute;
  - b. Each item accepted by the PED as Core and submitted by the Provider/Publisher to the Regional Review Centers.
2. The Student Edition ISBN is required on each Form C in order to track the materials at the Summer Institute and across all forms. The SE ISBN provided should match across the following forms: Form C: *Official Sample Label*; Form D: *Research-Based Effectiveness Determination*; Form E: *List of Instructional Material*; and Form F: *Citation Alignment and Scoring Rubric*. If the SE has been bundled to create a single ISBN for multiple volumes, use the bundle ISBN for the SE ISBN on Form C.
3. The sample label may be reduced in size to accommodate the item but not altered in any other way.
4. Labels must be securely attached or imprinted and placed on the backside of the material, **covering** the ISBN.
5. For digital material:
  - a. Affix **Form C** to the physical material (CD ROM, flash drive, etc.) or, if the content is online only and has no physical form, affix **Form C** to a representation of the material (brochure, print out of identifying information from the digital version, etc.).
  - b. Include all instructions needed for reviewers to access digital material such as access codes, passwords, IDs, and URLs for online material.
6. Material submitted at the Summer Review Institute that is incorrectly labeled or does not have a label will be the responsibility of the designated representative to correct on-site.
7. Official sample labels must be attached to samples sent to the New Mexico Regional Review Centers.
8. The item must be an exact copy and of the same quality as material furnished under the agreement with the PED.

### FORM INSTRUCTIONS:

1. Complete a **Form C** for each item to be submitted at the Summer Review Institute and affix it to the corresponding instructional material.
2. For digital-only material, access instructions must be included.
3. Complete a **Form C** for each item to be submitted to the New Mexico Regional Review Center and affix it to the corresponding instructional material.

[All publisher forms are available for download on the Publishers' page of the IMB website.](#)

<b>FORM C: Official Sample Label 2021 Adoption</b>	
<p><b>NEW MEXICO PUBLIC EDUCATION DEPARTMENT</b>  <b>Official Sample Label 2020 Adoption</b>  <b>K-8 ELA, SLA, World Languages, ELD and Structured Literacy</b>  <b>Contract Period 2022-2027</b></p>	
<p>This item is an exact copy of the material to be furnished under our agreement with the New Mexico Public Education Department (NMPED). Material furnished pursuant to the agreement shall be of the SAME quality in all components as the copy. The student edition (SE) meets the established minimum standards for such material as recognized by the National Association of State Textbook Administrators (NASTA). The agreement price is not to exceed the lowest price for which this item is being proposed or offered for sale elsewhere in the United States.</p>	
<b>PROVIDER/PUBLISHER/IMPRINT:</b>	
<b>SUBJECT CATEGORY:</b>	
<b>SE MATERIAL TITLE (FROM FORM E):</b>	
<b>STUDENT EDITION ISBN:</b>	
<b>GRADE LEVEL/SUBJECT SUB-CATEGORY:</b>	
<b>LEXILE LEVEL:</b>	
<b>COPYRIGHT DATE:</b>	
<b>NUMBER OF ITEMS IN REVIEW SET:</b>	
<b>PRICE OF THIS ITEM (for Regional Review Center only):</b>	
<b>EQUIPMENT AND TECHNOLOGY SPECIFICATIONS:</b>	
<p>Identify any equipment, technology support, log-on information, IDs, passwords, browser requirements, URL for any material that must be reviewed in digital format (not print edition).</p>	

\*\*\*The Form C is a spreadsheet that must be downloaded and may be resized to fit materials.

## FORM D: Research-Based Effectiveness Determination

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**REQUIRED FOR: Core**

**SUBMIT: One Form D for each Core title submission**

[All publisher forms are available for download on the Publishers' page of the IMB website.](#)

**OTHER INFORMATION: “Research-based effectiveness”** means the demonstrated effectiveness of instructional material in supporting students to meet or exceed grade-level goals according to New Mexico’s content standards, and as demonstrated by the best available evidence for curricula in the relevant grade and subject. For core instructional material, evidence shall include an independently conducted experimental or quasi-experimental research study, **or** review by nationally-recognized, independent experts in curricula review. LEA-created core instructional materials may also demonstrate effectiveness using correlational evidence that students using the core instructional material meet or exceed grade-level proficiency, as measured by the state assessment.

**Form D** Notification as to whether or not submitted materials are found to be research-based will be communicated to the Provider/Publisher by **December 18, 2020**.

For each **Core ELA** title, the Provider/Publisher must submit documentation of the following:

- A. Review by nationally recognized, independent experts in curricula review [complete Option 1]; **OR**
- B. Independently conducted experimental or quasi-experimental research study [complete Option 2]; **OR**
- C. LEA-created materials with correlational evidence that students meet or exceed grade-level proficiency, as measured by the state assessment [complete Option 3].

**(Please choose only ONE option on each Form D.)**

For each **Core SLA, ELD, and World Languages** title, the Provider/Publisher must submit documentation of the following:

- A. Independently conducted experimental or quasi-experimental research study [complete Option 2]; **OR**
- B. LEA-created materials with correlational evidence that students meet or exceed grade-level proficiency, as measured by the state assessment [complete Option 3].

**(Please choose only ONE option on each Form D.)**

The instructional materials submitted for Core consideration must demonstrate they are research-based in order to be reviewed for alignment to the New Mexico standards and other criteria. The evidence submitted by the Provider/Publisher will be reviewed by the PED and content specialists. In the event the evidence submitted by the Provider/Publisher does not clearly demonstrate research-based effectiveness, the title will be removed from Core consideration, will not be reviewed for standards alignment, and will not be adopted.



# FORM D: Research-Based Effectiveness Determination 2021 ELA Adoption (Core only)

REQUIRED for Core ELA titles submitted for adoption consideration. Cells expand for your response.  
Available online at: <https://webnew.ped.state.nm.us/bureaus/instructional-materials/publishers/>

**Provider/Publisher:**

**Grade(s):**

**Title:**

**Student Edition ISBN:**

***Form D must accompany any submission of core instructional materials for New Mexico’s review. For each core title that is submitted, a Form D must also be submitted.***  
Notification as to whether or not submitted materials are found to be research-based will be communicated to the Provider/Publisher by **December 18, 2020**.

**According to New Mexico regulation: “Research-based effectiveness”** means the demonstrated effectiveness of instructional material in supporting students to meet or exceed grade-level goals according to New Mexico’s content standards, and as demonstrated by the best available evidence for instructional material in the relevant grade and subject. For core instructional material, evidence shall include an independently conducted experimental or quasi-experimental research study, **or** review by nationally-recognized, independent experts in curricula review. LEA-created core instructional materials may also demonstrate effectiveness using correlational evidence that students using the core instructional material meet or exceed grade-level proficiency, as measured by the state assessment.

***We are submitting this core instructional material with the following type of evidence of research-based effectiveness:***

- Review by nationally recognized, independent experts in instructional material review [complete Option 1]; **OR**
- Independently conducted experimental or quasi-experimental research study [complete Option 2]; **OR**
- LEA-created materials with correlational evidence that students meet or exceed grade-level proficiency, as measured by the state assessment [complete Option 3].

**(Please choose only ONE option on each Form D.)**

***Certification that the information contained in this submission is accurate:***

Signature of authorized Provider/Publisher representative: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## OPTION 1: Review by nationally recognized, independent experts in instructional material review

Criteria	Response by Provider/Publisher	For State Use Only
Instructional Material Review	<p>Link to Instructional Material Review: <a href="#">[insert link]</a></p> <p>Date Instructional Material Review Conducted: <a href="#">[fill in]</a></p> <p>Instructional Material Review’s Determination of Standards Alignment:</p> <p><input type="checkbox"/> “Meets Expectations”</p> <p><input type="checkbox"/> Certification that study was performed using New Mexico’s current content standards (or similar national standards that reflect New Mexico’s standards)</p>	
Certification that Review is Independent	<p>Certification that review is Independent:</p> <p><input type="checkbox"/> No compensation was provided to the reviewer(s) for or by the Provider/Publisher or anyone affiliated with the Provider/Publisher (for the review or for any other purpose) for the last three years;</p> <p><b>AND</b></p> <p><input type="checkbox"/> No reviewer(s) and no affiliate organization conducting the review have any connection to Provider/Publishers (i.e., authorship, reviewers, advisors) nor do they receive any type of support from Provider/Publishers (i.e., sponsorships with affiliated meetings or organizational groups);</p> <p><b>AND</b></p> <p><input type="checkbox"/> The Instructional Material review is freely available and not proprietary.</p>	
Certification that Review is Expert	<p>Certification that review is Expert:</p> <p><input type="checkbox"/> Reviewers demonstrate knowledge of New Mexico (or similar) content standards and implementation of these standards through Instructional Material in K-12 settings;</p> <p><b>AND</b></p> <p><input type="checkbox"/> The team of reviewers includes a minimum of three people;</p> <p><b>AND</b></p> <p><input type="checkbox"/> Reviewers have conducted multiple previous reviews of materials for alignment to college and career readiness standards for core instructional materials; <b>OR</b></p> <p><input type="checkbox"/> Reviewers have experience in designing instructional materials in K-12 settings; <b>OR</b></p> <p><input type="checkbox"/> Reviewers are educators experienced in utilizing instructional materials in K-12 settings.</p>	
Certification that Review is Nationally Recognized	<p><input type="checkbox"/> Reviewer(s) have produced reviews that have been utilized within and/or outside of New Mexico to support state and district adoption of instructional materials.</p>	
Evidence Regarding Reviewers	<p>To support the certifications made above regarding reviewer expertise and national recognition:</p> <ul style="list-style-type: none"> <li>• Describe the selection, training, and experience of reviewers, highlighting information that supports the claims you made in the above certifications: <a href="#">[Insert relevant data or links to such data]*</a></li> <li>• Provide information on the organization conducting the review (if any), highlighting information that supports the claims you made in the above certifications: <a href="#">[Insert relevant data or links to such data]</a></li> </ul>	



<b>Evidence of Research Basis for Review</b>	<p>Describe the review process, mindful of the determination the State will make regarding the research basis for this review.</p> <ul style="list-style-type: none"> <li>Review criteria attend not just to the presence of standards, but to the underlying research-based aspects on which the standards are designed (i.e., learning progressions, instructional shifts, etc.).</li> <li>Sufficient indicators and evidence are available to assess whether Provider/Publishers' materials fully meet the intent of New Mexico's grade level content standards and goals; and materials as implemented are expected to support teachers and students.</li> <li>Provide review criteria: <a href="#">[Insert or provide link to description of criteria used for this review]</a></li> <li>Provide review process: <a href="#">[Insert or provide link to description of the process used for this review]</a></li> </ul>	
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## OPTION 2: Submitting results of independently conducted experimental or quasi-experimental research study

Criteria	Response by Provider/Publisher	For State Only
<b>Research Study</b>	<p>Link to Study: <a href="#">[fill in]</a>  Date Study Conducted: <a href="#">[fill in]</a></p> <p><input type="checkbox"/> Certification that study was performed using New Mexico's current content standards.  <input type="checkbox"/> Certification that assessments of student learning were determined using New Mexico's state assessment or equivalent.</p>	
<b>Level of Evidence</b>	<p><input type="checkbox"/> Tier 1– Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. [Complete "Tier 1: Strong Evidence" below.]</p> <p><input type="checkbox"/> Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies [Complete "Tier 2: Moderate Evidence" below.]</p> <p><input type="checkbox"/> Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).</p> <p><input type="checkbox"/> Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.</p>	
<b>Tier 1: Strong Evidence</b>	<p>Certification that:</p> <p><input type="checkbox"/> This study uses random assignment to ensure that the treatment and control groups are as similar as possible.</p> <p><input type="checkbox"/> Levels of attrition are low, such that attrition does not compromise the outcome of the random assignment.</p> <p><input type="checkbox"/> Confounding factors do not compromise randomization. (Ex: Intervention students are all English learners but comparison group has no English learners.)</p> <p><input type="checkbox"/> The study demonstrates student learning gains.</p>	

<b>Tier 2: Moderate Evidence</b>	<p>Certification that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This study lacks randomization but leverages some natural change to create groups like comparing results from before and after an intervention.</li> <li><input type="checkbox"/> The factor that creates the different groups is consistent and clear, with at least two groups for comparison. (Ex: a change in policy allows comparisons before and after.)</li> <li><input type="checkbox"/> The study takes steps to demonstrate baseline equivalence, in that the groups were equivalent prior to intervention.</li> <li><input type="checkbox"/> The study demonstrates student learning gains.</li> </ul>	
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**OPTION 3: LEA-created materials with correlational evidence that students meet or exceed grade-level proficiency, as measured by the state assessment**

Criteria	Response by Publishing LEA	For State Use Only
<b>Study of LEA-Created Materials</b>	<p>Link to Study: <a href="#">[insert link]</a> Date Study Conducted: <a href="#">[fill in]</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Certification that study was performed using New Mexico's current content standards.</li> <li><input type="checkbox"/> Certification that students using these core instructional materials meet or exceed grade-level proficiency.</li> <li><input type="checkbox"/> Certification that study was performed using New Mexico's state assessment.</li> </ul>	
<b>Evidence</b>	<p>Summarize the findings of your correlation showing that students using these core instructional materials meet or exceed grade-level proficiency, as measured by the state assessment: <a href="#">[Insert summary]</a></p>	



# FORM D: Research-Based Effectiveness Determination

## 2021 SLA, WL, ELD, SL Adoption (Core only)

REQUIRED for Core SLA, WL and ELD titles submitted for adoption consideration. Cells expand for your response. Available online at: <https://webnew.ped.state.nm.us/bureaus/instructional-materials/publishers/>

Provider/Publisher: \_\_\_\_\_  
 Grade(s): \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Student Edition ISBN: \_\_\_\_\_

**Form D must accompany any submission of core instructional materials for New Mexico’s review. For each core title that is submitted, a Form D must also be submitted.**

Notification as to whether or not submitted materials are found to be research-based will be communicated to the Provider/Publisher by **December 18, 2020**.

If research study or instructional material review are not available, Provider/Publisher must certify that materials were created to be aligned to the applicable New Mexico adopted content standards. LEA-created core instructional materials may also demonstrate effectiveness using correlational evidence that students using the core instructional material meet or exceed grade-level proficiency, as measured by the state assessment.

**We are submitting this core instructional material with the following type of evidence of research-based effectiveness:**

- Review by nationally recognized, independent experts in instructional material review [complete Option 1]; **OR**
- Independently conducted experimental or quasi-experimental research study [complete Option 2]; **OR**
- Certification by the publisher that the submitted materials were created to be aligned to the applicable New Mexico adopted content standards [complete Option 3]; **OR**
- LEA-created materials with correlational evidence that students meet or exceed grade-level proficiency, as measured by the state assessment [complete Option 4].

**(Please choose only ONE option on each Form D.)**

**Certification that the information contained in this submission is accurate:**

Signature of authorized Provider/Publisher representative: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## OPTION 1: Review by nationally recognized, independent experts in instructional material review

Criteria	Response by Provider/Publisher	For State Use Only
Instructional Material Review	<p>Link to Instructional Material Review: <a href="#">[insert link]</a></p> <p>Date Instructional Material Review Conducted: <a href="#">[fill in]</a></p> <p>Instructional Material Review's Determination of Standards Alignment:</p> <p><input type="checkbox"/> "Meets Expectations"</p> <p><input type="checkbox"/> Certification that study was performed using New Mexico's current content standards (or similar national standards that reflect New Mexico's standards)</p>	
Certification that Review is Independent	<p>Certification that review is Independent:</p> <p><input type="checkbox"/> No compensation was provided to the reviewer(s) for or by the Provider/Publisher or anyone affiliated with the Provider/Publisher (for the review or for any other purpose) for the last three years;</p> <p><b>AND</b></p> <p><input type="checkbox"/> No reviewer(s) and no affiliate organization conducting the review have any connection to Provider/Publishers (i.e., authorship, reviewers, advisors) nor do they receive any type of support from Provider/Publishers (i.e., sponsorships with affiliated meetings or organizational groups);</p> <p><b>AND</b></p> <p><input type="checkbox"/> The instructional material review is freely available and not proprietary.</p>	
Certification that Review is Expert	<p>Certification that review is Expert:</p> <p><input type="checkbox"/> Reviewers demonstrate knowledge of New Mexico (or similar) content standards and implementation of these standards through curriculum in K-12 settings;</p> <p><b>AND</b></p> <p><input type="checkbox"/> The team of reviewers includes a minimum of three people;</p> <p><b>AND</b></p> <p><input type="checkbox"/> Reviewers have conducted multiple previous reviews of materials for alignment to college and career readiness standards for core instructional materials; <b>OR</b></p> <p><input type="checkbox"/> Reviewers have experience in designing instructional materials in K-12 settings; <b>OR</b></p> <p><input type="checkbox"/> Reviewers are educators experienced in utilizing instructional materials in K-12 settings.</p>	
Certification that Review is Nationally Recognized	<p><input type="checkbox"/> Reviewer(s) have produced reviews that have been utilized within and/or outside of New Mexico to support state and district adoption of instructional materials.</p>	
Evidence Regarding Reviewers	<p>To support the certifications made above regarding reviewer expertise and national recognition:</p> <ul style="list-style-type: none"> <li>• Describe the selection, training, and experience of reviewers, highlighting information that supports the claims you made in the above certifications: <a href="#">[Insert relevant data or links to such data]*</a></li> </ul>	

	<ul style="list-style-type: none"> <li>Provide information on the organization conducting the review (if any), highlighting information that supports the claims you made in the above certifications: <a href="#">[Insert relevant data or links to such data]</a></li> </ul>	
<b>Evidence of Research Basis for Review</b>	<p>Describe the review process, mindful of the determination the State will make regarding the research basis for this review.</p> <ul style="list-style-type: none"> <li>Review criteria attend not just to the presence of standards, but to the underlying research-based aspects on which the standards are designed (i.e., learning progressions, instructional shifts, etc.).</li> <li>Sufficient indicators and evidence are available to assess whether Provider/Publishers' materials fully meet the intent of New Mexico's grade level content standards and goals; and materials as implemented are expected to support teachers and students.</li> <li>Provide review criteria: <a href="#">[Insert or provide link to description of criteria used for this review]</a></li> <li>Provide review process: <a href="#">[Insert or provide link to description of the process used for this review]</a></li> </ul>	

## OPTION 2: Submitting results of independently conducted experimental or quasi-experimental research study

Criteria	Response by Provider/Publisher	For State Only
<b>Research Study</b>	<p>Link to Study: <a href="#">[fill in]</a>  Date Study Conducted: <a href="#">[fill in]</a></p> <p><input type="checkbox"/> Certification that study was performed using New Mexico's current content standards.  <input type="checkbox"/> Certification that assessments of student learning were determined using New Mexico's state assessment or equivalent.</p>	
<b>Level of Evidence</b>	<p><input type="checkbox"/> Tier 1– Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. [Complete "Tier 1: Strong Evidence" below.]</p> <p><input type="checkbox"/> Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies [Complete "Tier 2: Moderate Evidence" below.]</p> <p><input type="checkbox"/> Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).</p> <p><input type="checkbox"/> Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.</p>	
<b>Tier 1: Strong Evidence</b>	<p>Certification that:</p> <p><input type="checkbox"/> This study uses random assignment to ensure that the treatment and control groups are as similar as possible.</p> <p><input type="checkbox"/> Levels of attrition are low, such that attrition does not compromise the outcome of the random assignment.</p>	

	<input type="checkbox"/> Confounding factors do not compromise randomization. (Ex: Intervention students are all English Language Learners but comparison group has no English Language Learners.) <input type="checkbox"/> The study demonstrates student learning gains.	
<b>Tier 2: Moderate Evidence</b>	Certification that: <input type="checkbox"/> This study lacks randomization but leverages some natural change to create groups like comparing results from before and after an intervention. <input type="checkbox"/> The factor that creates the different group is consistent and clear, with at least two groups for comparison. (Ex: a change in policy allows comparisons before and after.) <input type="checkbox"/> The study takes steps to demonstrate baseline equivalence, in that the groups were equivalent prior to intervention. <input type="checkbox"/> The study demonstrates student learning gains.	
<b>Tier 3: Promising Evidence</b>	Certification that: <input type="checkbox"/> The study uses statistical controls for selection bias. <input type="checkbox"/> The study demonstrates student learning gains.	

**OPTION 3: Certification by the publisher that the submitted materials were created to be aligned to the applicable New Mexico adopted content standards**

Criteria	Response by Provider/Publisher	For State Use Only
<b>Certification</b>	Choose the certification option that applies to the content of the materials being submitted: <input type="checkbox"/> <b>Spanish Language Arts:</b> Certification that the submitted materials were created to be aligned to the state adopted Spanish Language Arts Common Core State Standards AND the New Mexico Standards for Excellence: Spanish Language Arts Common Core Standards (New Mexico SLA Additional 15%; NMAC 6.29.15) <input type="checkbox"/> <b>English Language Development:</b> Certification that the submitted materials were created to be aligned to the state’s adopted English Language Development Standards (WIDA ELD Standards). <input type="checkbox"/> <b>World Languages:</b> Certification that the submitted materials were created to be aligned to the state’s adopted World Languages Standards (World-Readiness Standards for Learning Languages; NMAC 6.29.8).	

**OPTION 4: LEA-created materials with correlational evidence that students meet or exceed grade-level proficiency, as measured by the state assessment**

Criteria	Response by Publishing LEA	For State Use Only
<b>Study of LEA-Created Materials</b>	Link to Study: <a href="#">[insert link]</a> Date Study Conducted: <a href="#">[fill in]</a>  <input type="checkbox"/> Certification that study was performed using New Mexico’s current content standards. <input type="checkbox"/> Certification that students using these core instructional materials meet or exceed grade-level proficiency. <input type="checkbox"/> Certification that study was performed using New Mexico’s state assessment.	
<b>Evidence</b>	Summarize the findings of your correlation showing that students using these core instructional materials meet or exceed grade-level proficiency, as measured by the state assessment: <a href="#">[Insert summary]</a>	

## FORM E: List of Instructional Material

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### REQUIRED FOR: Core and Supplementary

**SUBMIT:** One Form E spreadsheet for the entire list of instructional materials submitted. The spreadsheet will include all material organized on tabs by subject area.

[All publisher forms are available for download on the Publishers' page of the IMB website.](#)

### OTHER INFORMATION:

#### Items That Cannot be Bid

1. Equipment, hardware, electronics, etc. are not eligible for adoption and cannot be included on **Form E** as either CIM or SIM.
2. Provider/Publishers are prohibited from selling or including any electronic media, computer hardware, delivery systems, computers, equipment, laptops, iPods, e-Readers, LCD projectors, electronic student response systems, Interwrite school pads, test scanners, or any like items with the purchase of either print or digital Core and supplementary material.
3. Material that is currently adopted shall not be submitted for this adoption cycle, as material may only be listed once in the multiple list database. An item may not be listed under two (2) separate codes. The database system will default to the previous code if an ISBN or stock number appears twice in the database.

#### Items for Core Review

The PED reviews ONLY research-based Core material. Core material is defined for the purpose of the review as the student edition, teacher edition, and student workbook of each title submitted. Titles listed on **Form E** as Core (CIM) will be scheduled for review at the Summer Review Institute. Titles listed on **Form E** as Supplementary (SIM) will not be reviewed at the summer institute but will be included on the multiple list.

#### Definitions for Form E, Instructional Material List

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Use the following definitions for identification of (1) type of instructional material and (2) direction on whether the instructional material should be designated as Core or Supplementary on **Form E**. These directions are preceded by the following symbol: ➤.

1. **Adaptive Title**—instructional material designed to assist in meeting the educational needs of identified students. An adaptive title should be indicated by a YES in “Adaptive” column.
  - Special Education Core Instructional Material: a special education stand-alone title that is submitted for Core review. Such titles are reviewed using the same criteria as other Core submissions, alignment to curriculum standards, and other relevant criteria. ➤ Designate as Core and list on **Form E** as the **primary title**.
  - Supplementary Instructional Material: material used to reinforce, enrich, and/or extend the basic program of instruction, including ancillary items referenced as bundles, packages, student support kits, classroom support kits, teacher support kits, sets, libraries, and collections.
2. **Bundle**—multiple items of instructional material of a curriculum program that are packaged together for one retail price. A bundle may include both print and digital material. ➤ A bundle that includes the student edition and/or the teacher edition of a title that has been submitted for Core consideration and reviewed should be designated as Core. All other bundles should be designated as Supplementary.
3. **Classroom Bundle (CB)**— multiple items of instructional material of a curriculum program used to deliver instruction by the teacher to the students and packaged together for one retail price. *A classroom bundle includes the student edition(s) and teacher edition(s).* ➤ Designate as Core.
4. **Classroom Core Kit (CC)**— a collection of Core Instructional Material that has been certified and submitted as core material for review and is packaged for one retail price. Each piece of the collection must be presented at the summer review institute as a review set. ➤ Designate all classroom core kits as Core.



5. **Classroom Support Kit (CK)**—a collection of Supplementary Instructional Material that supports classroom instruction by providing students with academic assignments and curricular activities, such as reference material, modular lessons, and/or units of study and packaged for one retail price. ➤ Designate all classroom support kits as Supplementary.
6. **eBook**—the electronic counterpart of a printed book that can be viewed on a desktop computer or a portable device such as a laptop, smartphone, or e-book reader. ➤ Designate the eBook as Core or Supplementary, consistent with the designation of the print student edition.
7. **Free Material**—material that is offered as gratis.
8. **Manipulatives (MN)**—three-dimensional teaching aids and visuals that teachers use to help students with math and other concepts. Typical tools include counting beads or bars, base ten blocks, shapes, fraction parts, flashcards and rulers. ➤ Designate as Supplementary.
9. **Online Courses/Programs (OL)**—instruction in which courses use the Internet as the primary delivery method of information. An on-site instructor provides instructional support and all other resource material. A print textbook or student curriculum guide is required. ➤ Designate as Core or Supplementary, consistent with the designation of a print student edition.
10. **Online Cyber Courses/Programs (OL)**—computer-based instruction in which courses use the Internet as the primary delivery method of information. These courses are taught to students who are separated by time and/or space from the instructor. The cyber instructor provides direct instruction to the student. A textbook may or may not be required, and all other material, as well as communication with the instructor, is provided through the course website. These courses are not accepted for Core consideration. ➤ Designate as Supplementary.
11. **Other Bundle (OB)** -- multiple items of instructional material of a curriculum program used by students and/or teachers that are packaged together for one retail price. *The other bundle does NOT contain the student edition nor the teacher edition.* ➤ Designate as Supplementary.
12. **Set (ST)**—unified or chronological instructional material packaged together as a single unit, with one retail price. These would include material such as an encyclopedia. ➤ Designate as Supplementary.
13. **Student Bundle (SB)**— multiple items of instructional material of a curriculum program used by an individual student and/or group of students that are packaged together for one retail price. *The student bundle includes the student edition(s), but NOT the teacher edition(s).* ➤ Designate as Core.
14. **Student Edition (SE)** – Core Instructional Material used primarily by the student for instruction in the content. ➤ Designate as Core.
15. **Student Support Kit (SK)**—Supplementary Instructional Material organized for individual and/or group instruction containing exact *duplicate item(s) per student* and sold at a single retail price. Contents may include activity books, manipulatives, calculators, measuring cups, charts, rulers, and the like. ➤ Designate as Supplementary.
16. **Student Workbook (SW)**— Core or Supplementary material usually containing practice problems. ➤ Designate as Core if used to complete the alignment to the content standards or to support the student edition of a curriculum program submitted as Core. Designate as Supplementary in all other cases.
17. **Teacher Bundle (TB)** - multiple items of instructional material of a curriculum program used by the teacher that are packaged together for one retail price. *The teacher bundle includes the teacher edition(s), but NOT the student edition(s).* ➤ Designate as Core.
18. **Teacher Edition (TE)**— Core Instructional Material used primarily by the teacher for instruction in the content. ➤ Designate as Core.
19. **Teacher Support Kit (TK)**—a collection of Supplementary Instructional Material for a specific program that provides instructional resources and curriculum support for the teacher. It is packaged for one retail price. ➤ Designate as Supplementary.
20. **Teacher Test Package (TP)**— the program’s assessment and testing material developed for students instructed with the accompanying curriculum. These include assessments such as pre- and post-tests, chapter tests, and unit tests. ➤ Designate as Supplementary.
21. **Teacher Workbook (TW)**— Supplementary materials used to complete the alignment to the content standards or to support the teacher edition of a curriculum program. ➤ Designate as Supplementary.

## FORM E INSTRUCTIONS

### How to Organize Form E

1. A single Form E Excel spreadsheet must be submitted for all titles and items as follows:
  - a. TAB 1: “ELA, SLA, World Languages, and ELD”: Core titles, Supplementary titles, and Supplementary material. *(See example below.)*
    - i. Core titles should be listed first. All material related to the primary student edition will be listed below the student edition; corresponding material may be either CIM or SIM.
    - ii. Core titles corresponding to the primary student edition should be listed first under the student edition, followed by Supplementary corresponding titles. All material related to the primary student edition will be listed below the student edition; corresponding material will be designated as SIM.
    - iii. Other material submitted for supplementary consideration should follow the listing of supplementary titles. These items are not part of a title/program. Examples are reading material (*Across Five Aprils*, *Romeo and Juliet*, *La Casa en Mango Street*, dictionaries, manipulatives, charts, etc.). All such items will be listed as SIM.
  - b. TAB 2: “Codes and Drop Down List”
    - i. This tab contains the lists for the columns for Form E.
    - ii. Refer to “Definitions for Form E, Instructional Material List” from this section to determine exact abbreviation to be used from the drop down list.
  - c. Organizing TAB 1: “ELA, SLA, World Languages, and ELD” (Directions are also on Form E: List of Instructional Materials.)
    - i. Organize first by Core and then by title/program/series.
    - ii. All titles/series submitted for Core consideration should be listed first, starting with the default Core SE. The default Core SE should be **bold typeface** and **highlighted in yellow**. The default SE is the print version, if available. Otherwise, the default is what the Provider/Publisher considers the primary version of the SE.
    - iii. The TE should be listed second. The default TE is the print version, if available. Otherwise, the default is what the Provider/Publisher considers the primary version of the TE, including wraparound versions.
    - iv. The SW should be listed third. List the SW as Core if it is being used to complete the alignment to the content standards or to support the student edition of a curriculum program. Otherwise list the SW as Supplementary.
    - v. Next list Supplementary material related to the primary program clustered by title/program/series.
    - vi. Leave a blank row between clusters/grade level titles/programs/series.
    - vii. Finally list all supplementary material such as resources, additional full program support, etc.

### Example for TAB 1 ELA, SLA, World Languages, and ELD:

	CIM/SIM	Material Title	ISBN	IM Code	Format Code
<i>CIM SE first, in bold &amp; highlighted</i> →	<b>CIM</b>	<b>ELA Grade 6</b>	<b>1234567891011</b>	<b>SE</b>	<b>PT</b>
<i>TE next</i> →	CIM	ELA Grade 6	1234578910132	TE	PT
<i>Student workbook third</i> →	CIM	ELA Grade 6	1234567891111	SW	PT

<i>Then everything else</i> ➔	CIM	ELA Grade 6	1234567891011	SE	OL
	SIM	ELA Grade 6	1234567891112	TP	CR
<i>Bundle that includes SE</i> ➔	CIM	ELA Grade 6	1234567891013	SB	MX
<i>Classroom bundle</i> ➔	SIM	ELA Grade 6	1234567891014	CB	MX
<i>Blank line at end of series</i> ➔					
<i>Start second title/series</i> ➔	<b>CIM</b>	<b>ELA Grade 7</b>	<b>9876543219876</b>	<b>SE</b>	<b>PT</b>
	CIM	ELA Grade 7	9876543219887	TE	PT
	CIM	ELA Grade 7	9876543219898	SW	PT
<i>Blank line at end of series</i> ➔					
	SIM	ELA Grade 7 Trade Books	9976540983562	SK	PT
<b>LIST ALL CIM, THEN LIST SIM TITLES. Remember, the SE determines whether a title series is listed as CIM or SIM.</b>	SIM	ELA Grade 7 Trade Books TE	9976540983673	SK	PT

### **Instructions for Each Column**

#### **A. Column A—CIM/SIM (Designate as Core or Supplementary)**

Enter CIM for titles that are being submitted for Core consideration. Use the definition section to help you determine which items should be listed as Core and which items should be listed as Supplementary. Enter SIM for titles that are not being submitted for Core consideration OR that meet the definition of supplementary material, such as student support kits.

- CIM: titles being submitted for Core review. These include the student and teacher edition, companion student workbook and bundles that include the student version and/or the teacher version.
- SIM: supporting instructional material used to reinforce, enrich, or enhance instruction driven by core instructional material: (1) titles/series not being submitted for review and all related items in the title/series, and (2) ancillary items, teacher resources, student support kits, classroom support kits, teacher support kits, sets, collections, libraries, etc.

SEE Section VI—definitions— for guidance on whether an item is CIM or SIM.

Note: ELA, SLA, World Languages, ELD, and Structured Literacy materials are eligible for submission as Core or Supplementary.

#### **B. Column B—Provider/Publisher Name**

Insert the name of the Provider/Publisher

### C. Column C—Material Title

Insert the title of the material being submitted. **List the title exactly as it appears on the cover of the student edition.** List any other pertinent information related to this material. For example: length of a subscription, license for 20 students, contents of a bundle, etc.

### D. Column D—International Standard Book Number (ISBN)

All items submitted for bid **must** have an identifying number entered in Column C. **Items submitted without this field will not be included in the database of instructional material available for purchase.**

1. **ISBN:** Instructional material that qualifies for an ISBN must have a 13 digit ISBN entered in this field. **Do not enter hyphens, spaces, or special characters.** See item number 3 below, *Unique Identifier*, for exceptions.
2. **Additional information:** For additional information regarding obtaining and using ISBNs, visit ISBN.org by Bowker (<http://www.isbn.org/>).
3. **Unique identifier:** A unique identifier may be assigned by the Provider/Publisher for individual items that do not qualify for an ISBN, such as an online-only program or bundles created specifically for New Mexico. **Unique identifiers must be 13 characters.** Characters must be numeric only. **The unique identifier CANNOT contain hyphens, spaces, or special characters.** Unique identifiers may be used as follows:
  - a. Online only material.

If the Provider/Publisher does not choose to have an ISBN for online-only material, **the Provider/Publisher must assign a 13-digit number**, beginning with the Provider/Publisher code. If the publisher code is 5678, then assign a 13-digit number such as 5678000000001 or 5678 + the product code (not to exceed 13 characters).
  - b. Bundles, packages, variations of online subscriptions.
    - i. A unique identifier may be used for: (a) packages or bundles that consist of material that already have an ISBN for each individual item and is part of the package/bundle; (b) variations of online subscriptions, such as 25 SE for 6 years, 25 SE for 1 year, 100 SE for 6 years; (c) various subscriptions that contain other instructional material components that are already individually listed on **Form E**; or (d) bundles or packages created specifically for New Mexico.
    - ii. In these cases, use the last four digits of the SE ISBN and then add a number suffix for each different package, bundle, or variation associated with that SE. This option can be used when the SE has an ISBN or when the SE has a Provider/Publisher-generated unique identifier.

EXAMPLE: SE is 1234567891234  
Package, bundle, variation 1: 1234000000001  
Package, bundle, variation 2: 1234000000002
4. **Special Notes about an ISBN on Form E:**
  - No duplication of numbers is permitted. You may list an ISBN or unique identifier only once for any item submitted on any Form E. If you use the same ISBN or unique identifier more than once (either intentionally or inadvertently), the depository's purchasing system will accept the first occurrence and ignore any subsequent occurrences, resulting in some of the submitted material not being included in the purchasing system. The number cannot duplicate any ISBN from prior adoptions or from the 2021 adoption.
  - No blank cells. If the ISBN cell is left blank, the material in that line will **not** be included in the purchasing system and will be unavailable. If a Provider/Publisher chooses to assign a self-generated, unique identifier, the Provider/Publisher accepts sole responsibility for ensuring that a unique identifier is not used for more than a single item. Neither IMB nor the depository is responsible for assigning or tracking unique identifiers generated by Provider/Publishers.

**E. Column E—Subject Category**

Select the subject category that most closely aligns to the material. Subject category is:

1. ELA
2. SLA
3. World Languages
4. ELD
5. Structured Literacy

**F. Column F—Subject Sub-Category**

Select the subject sub-category that most closely aligns to the material. Sub-categories correspond to New Mexico course codes, which are included in their entirety as **Attachment 2 of this RfA**.

**G. Column G—Instructional Material Code**

Use the pull-down menu to enter the instructional material code. See [Definitions for Form E, Instructional Material List](#) for definitions that correspond with the IM code. Below are the available codes.

Code	Student Material	Code	Teacher Material	Code	Other Material
SE	Student edition	TE	Teacher edition, wraparound version, or equivalent	OB	Other bundle*****
SW	Student workbook	TW	Teacher workbook	CH	Chart
SK	Student support Kit	TK	Teacher support kit	MP	Map
SB	Student bundle*	TP	Teacher test packet	MN	Manipulative
CB	Classroom bundle**	TB	Teacher Bundle	ST	Set
		CC	Classroom Core kit***	TR	Transparencies
		CK	Classroom Support kit		
		TB	Teacher bundle****		

- \* SB: any bundle that includes the student edition, but not the teacher edition
- \*\* CB: any bundle that includes the student edition and teacher edition
- \*\*\* CC: any bundle that includes the student edition and teacher edition and student workbook
- \*\*\*\* TB: any bundle that includes the teacher edition, but not the student edition
- \*\*\*\*\* OB: any bundle other than SB, TB, or CB

**H. Column H—Format Code/Technology**

Use the drop-down menu for the appropriate 2-letter designation. See below to identify the type of material for each item. You may select only one code. Use the mixed code (MX) for items that have both print and digital material.

Format	Code	Format	Code
Compact disc/CD ROM	CD	Mixed—print and digital	MX
DVD	DV	Online; web-based	OL

eBook	EB	Print	PT
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**I. Column I—Retail Price**

1. Enter the retail price for each item, package, bundle, or other purchase option. Every item listed on **Form E** must have a retail price at which the item may be purchased for the term of the Provider/Publisher agreement, including free material. This column must have a digital entry only and must match the lowest price materials are being offered anywhere (including publisher websites.)

\*\*\*Why do we require a price for free material? It is required so schools may purchase replacement items in the event the original free item has been lost or irrevocably damaged. If there is no purchase price established, replacement items cannot be procured. If the Provider/Publisher enters a below retail price for free material (such as \$0.01), this is the price that will prevail throughout the contract period, allowing purchasers to procure unlimited copies of the item at the listed price.

2. Any item that does not have a retail price will be unavailable for purchase.

**J. Column J—Processing Fee**

1. The processing fee will automatically calculate 35% of the retail price and sum the total processing fee.
2. The processing fee is not refundable in the event of the Provider/Publisher’s failure to satisfactorily execute the adoption process and/or the Provider/Publisher agreement.

**K. Column K—Grade Level**

Enter the grade level for which the material is designed.

**L. Column L—Low Grade Level**

Enter the lowest grade level for which the material is designed.

**M. Column M—High Grade Level**

Enter the highest grade level for which the material is designed.

**N. Column N—PDF or better**

All instructional materials submitted for Core consideration must also be available in an electronic format for electronic readers, pursuant to New Mexico Statute 22-15-13(E). At a minimum, the electronic version must be in Portable Document Format (PDF).

1. Use the drop-down menu to select *Yes* or *No* indicating whether the material is available in electronic format and is, at least, in PDF format.
2. Instructional material that does not meet this requirement cannot be submitted for Core consideration.

<i>OK</i>	➔	<b>CIM/SIM</b>	<b>PDF</b>
		CIM	Yes
<i>Disallowed</i>	➔	CIM	No
<i>OK</i>		SIM	Yes
<i>OK</i>		SIM	No

**O. Column O—Specify Format type for PDF or better**

Specify the type of format for the electronic material (e.g., PDF).

Format	Code	Format	Code
DjVu	djvu	Multimedia EBook	exe
EPUB (IDPF)	epub	Newton Book	pkg
eReader	pdb	OpenXPS	oxps
FictionBook	fb2	Plain text	txt
HTML	html	Plucker	pdb
Kindle	azw	Portable Document Format	pdf
Microsoft Reader	lit	PostScript	ps
Mobipocket	Mobi	Tomb Raider	tr
Other	othr		

**P. Column P—Free**

1. Is this material offered gratis under any circumstances? Indicate Yes or leave the cell blank if the material is not offered for free.
2. Teacher editions or material for teacher use, such as manuals and guides, are to be offered free with class orders and **at a ratio of one per teacher for each grade level classroom**, at least in the first year of implementation.

**Q. Column Q—Free Conditions**

Describe the circumstances under which this material will be provided without charge. **This field must be completed for each item that is designated as free in column O.**

1. Teacher Editions: Teacher editions or material for teacher use, such as manuals and guides, are to be offered free with class orders and **at a ratio of 1 per teacher for each grade-level classroom**, at least in the first year of implementation. The quantity of free material shall be calculated according to the number of teachers using the material and not according to the amount of material purchased or the number of students.
2. Other free material: Free material, other than teacher editions and material, should be indicated with a yes in the *free* column with a description of free conditions that must be met.

**Examples of Free Conditions**

OK →

IM Code	Free	Free Conditions
TE	Yes	One TE at a ratio of one per teacher for each grade level classroom

OK	➔	TE	Yes	Upon request, one TE for each teacher using material during first year of implementation
Disallowed	➔	TE	Yes	One TE for each 25 student editions purchased
Disallowed	➔	TE	Yes	One TE for each material purchase of \$10,000
Disallowed	➔	TE	Yes	Free upon request; one per teacher user, with a minimum purchase of 50 student editions
OK	➔	SE	Yes	One print edition free with each online subscription purchased
OK	➔	SB	Yes	With purchase of this item, free teacher access is included which includes an online teacher-annotated edition, an online teacher manual, and additional course management resources—including PowerPoints, lesson plans, test banks, and professional development. Teacher access also includes the ability to create, assign, and auto-grade homework.

**R. Column R—Lexile Measure**

Insert the Lexile measure for the material being submitted. **Lexile measures are mandatory for Core student editions for the category.** Enter the Lexile measure, if available, for any other category and for Supplementary material.

**S. Column S—Adaptive**

Indicate *Yes* if the title is suitable for struggling learners or is an adaptive title. Leave the cell blank if the title is not suitable.

**T. Column T—Additional Populations**

Use the drop-down menu for the appropriate designation to identify the type of material for each item. This column should be completed for all titles for which it is applicable. If the title is suitable for more than one population, choose the one that is most relevant. If none of the categories below applies to a title, leave the cell blank.

OTHER POPULATIONS	
BIL	Bilingual
ELL	English Language Learners
MLSS	Multi-Layered System of Supports--Layer 1, 2, or 3
SP	Special education

**U. Column U—Copyright Year**

Enter the copyright year for the material.

**V. Column V—Imprint**



Enter the imprint name under which this material is published. Do NOT use this column for any other purpose, such as specifying internal Provider/Publisher identification information. This column is for the official imprint as identified in the book or instructional material. For example, do NOT enter “My Provider/Publisher Name AM LIT” to designate American Literature; or “My Provider/Publisher Name DIV X” to designate a division within the publishing house, or the like.

**W. Column W—Provider/Publisher Code**

Enter publisher code. See instructions for **Form A Provider/Publisher Contact Information** if you do not have a publisher code.

**X. Column X—Cover Image of Student Edition (SE)**

Insert a viable cover image for each student edition submitted for consideration as Core Instructional Material. This image will be used on our HQIM website that will provide information to NM educators, schools, districts and families.

**Y. Column Y—Provider/Publisher video for website**

Enter a viable link that is available and accessible to the general public to access a Provider/Publisher video for each student edition submitted for consideration as Core Instructional Material. The video must remain active for the six year adoption period and will be posted on our HQIM website. The purpose of this video is to provide information to NM educators, schools, districts and families.

The video must:

1. be about 10 minutes but not more than 12 minutes;
2. provide the viewer a brief introduction to you the publisher and brief introduction of the materials that are being submitted and reviewed - Student edition, Teacher Edition, and Student Workbook (Maximum 2 minutes);
3. provide the viewer the structure and organization of the materials that are being submitted and reviewed - Student edition, Teacher Edition, and Student Workbook (Maximum 10 minutes); and
4. not be a sales presentation, not include pricing, free material, promotional information, PD, pilot programs, ranking by PED or any other reviewers, or any other information not germane to understanding the structure of the material.

## FORM E: List of Instructional Material

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## FORM E: List of Instructional Material 2021 Adoption

[All publisher forms are available for download on the Publishers' page of the IMB website.](#)

### **What to submit**

1. One single **Form E**; must be submitted in digital copy.

## FORM F: Citation Alignment and Scoring Rubric

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**REQUIRED FOR: Core Instructional Material**

**SUBMIT: Final Version to IMB through Provider/Publisher Google drive**

**Form D** Notification as to whether or not submitted materials are found to be research-based will be communicated to the Provider/Publisher by **December 18, 2020**. Materials must be found to be research-based to be reviewed for alignment with standards and other high quality criteria at the Instructional Material Summer Review Institute.

### OTHER INFORMATION:

1. Each title submitted for Core review at the Instructional Material Summer Review Institute must have a completed **Form F *Citation Alignment and Scoring Rubric***.
2. Core materials bid for adoption must meet the identified standards and other relevant criteria set forth in **Form F** by 90 percent compliance to be recommended for Core adoption. Materials meeting the standards and other relevant criteria by 80-89 percent will be recommended with reservations for Core adoption.
3. Use the **Form F** that correlates with the submitted material. Refer to the course codes in Attachment 2 for guidance on which form to use.
4. Each criterion on **Form F** that calls for a Provider/Publisher citation must have a citation entered. Do not enter *not applicable* as a response. Do not skip criteria—a citation must be entered for each criterion. At the discretion of the IMB, **F Forms** that are submitted by the Provider/Publisher and exhibit multiple occurrences of *not applicable* and/or criteria with no citation may be eliminated from consideration.
5. **Initial Form F submission** with citations for every criterion and standard is **due by 02/05/2021** for IMB review. Notification of necessary changes will be communicated to the Provider/Publisher via Google drive comments and suggestions by 3/1/2021. This (initial) Form F submission is for IMB to review your citations to ensure they are complete and can be understood by a Reviewer at the Instructional Material Summer Review Institute.
6. **Final Form F must be verified in the Google Drive by 03/31/21**. Final Form Fs will be removed from the Publisher Drive at 5:00pm MST on 3/31/21.

## FORM F INSTRUCTIONS

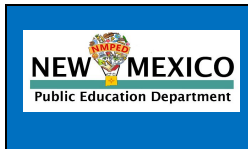
**Avoid these common errors in completing Form F;** they will result in a downgraded or zero (0) score.

1. **Using more than one ISBN for a Student Edition, Teacher Edition or Student Workbook.** Documents are tracked by the Student ISBN across all forms. Form C, Form D, Form E and Form F should have matching ISBNs on each of them. Examples for creating and using one ISBN or unique identifier:
  - a. If there are two volumes that make up the Student Edition, they must be bundled and offered at one price and identified by one ISBN.
  - b. If there are two volumes for a Teacher Edition, they must be bundled and offered at one price and identified on all forms by one ISBN or unique identifier.
  - c. If a Student Workbook is the same for each grade 9-12, each grade level must have a unique identifier (see *Section VII Form E, column D*) if it is submitted as part of the review set.
  - d. If there is one digital portal for Teacher Editions for every grade level, each Form F needs a unique identifier - ISBNs may not be duplicated across any forms.
2. **Using the same citation in the text multiple times to demonstrate compliance with different criteria.** Reviewers will score repeat citations as zero. Your citations should provide the reviewer the broadest exposure to the entire content of your title.
3. **Citing an entire chapter or a significant number of pages.** Your citation should point the reviewer to targeted language and information that supports compliance with the criterion or standard.
4. **Entering long explanatory statements after the citation.** Your citation should include only the information necessary for the reviewers to find the location of the referenced material. Reviewers are tasked with volumes of materials to analyze and determine their accuracy. For results most favorable to your product, please be brief and concise.

The Provider/Publisher is required to submit a **Form F: Citation Alignment and Scoring Rubric** for each discrete publication submitted for Core review. The citations of standards and criteria on Form F are meant to be a demonstration by the Provider/Publisher that a standard is addressed within the submitted texts and of work a student must complete to master a specific standard or skill. Reviewers are instructed to evaluate the text content cited by the Provider/Publisher and determine whether the cited material “Meets,” “Partially Meets,” or “Does Not Meet” the standard or criterion.

## FORM F: Citation Alignment and Scoring Rubric

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# FORM F: Citation Alignment and Scoring Rubric 2021 Adoption

Due to form length, **Form F** is not included in the RfA. The different versions of **Form F** are currently under construction and will be available on the [Publishers Page](#) when they are completed.

## ATTACHMENTS

### ATTACHMENT 1: New Mexico Regional Review Centers for Instructional Material

<p><b><u>Eastern New Mexico University</u></b>  Susan Asplund  Serials and K-12 Curriculum  ENMU Golden Library,  1500 S. Ave. K Station 32  Portales, NM 88130  Office: 575-562-2629  E-mail: <a href="mailto:susan.asplund@enmu.edu">susan.asplund@enmu.edu</a></p>	<p><b><u>University of New Mexico - NOT RECEIVING MATERIALS UNTIL FURTHER NOTICE</u></b>  Joyce Singer  Curriculum Library  MSC 05 3040—College of Education  Travelstead Hall Basement Bldg. #65  1 University of New Mexico  Albuquerque, New Mexico 87131-0001  Office phone: 505-277-1997  Fax: 505-277-2395  E-mail: <a href="mailto:jsinger@unm.edu">jsinger@unm.edu</a></p>
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<p><b><u>Western New Mexico University</u></b>  Arminda Sandoval  Head of Public Services  WNMU Miller Library  <u>Physical Address:</u>  1000 W. College Ave  Silver City, NM 88061  Phone: 575-538-6055  E-mail: <a href="mailto:arminda.sandoval@wnmu.edu">arminda.sandoval@wnmu.edu</a>  <u>Mailing address</u>  P.O. Box 680  Silver City, NM 88062</p>	

## ATTACHMENT 2: New Mexico K-8 ELA and World Languages Course Codes and Descriptions

0000	Kindergarten (Regular Ed)	Kindergarten
0001	First grade	First Grade
0002	Second grade	Second Grade
0003	Third grade	Third Grade
0004	Fourth grade	Fourth Grade
0005	Fifth grade	Fifth Grade
0006	Sixth grade (Elem setting)	Sixth Grade - if taught in an elementary classroom setting
0007	Seventh grade (Elem setting)	Seventh Grade - if taught in an elementary classroom setting
0008	Eighth grade (Elem setting)	Eight Grade - if taught in an elementary classroom setting
0K5P	K-5 Plus Summer	K-5 Plus
1000	English/Language Arts Middle School	English/Language Arts - Students in Middle School or Grades 6 - 8 - Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing.
1024	Elem Lang Arts Intervention (Elem Setting)	Elementary Language Arts Intervention (Elementary Setting) - Grades K-5 (may include 6-8 for Elementary Settings) - Use this course code to report students who are pulled out of their normal elementary homeroom class for language arts intervention. The intent of this course code is to tie student's classroom subject areas to teachers for evaluations. Because this course is defined strictly for elementary classroom use, a person with a 200/208 K-8 Elementary Teaching License will be considered Highly Qualified without needing an endorsement equivalent in Language Arts.
1025	Elem Lang Arts (Elem Setting)	Elementary Language Arts (Elementary Setting) - Grades K-8 This course covers applicable grade-level content in the New Mexico Language Arts Content Standards with a movement towards Common Core State Standards. All levels place an emphasis on reading, writing, and interpretation of text.
1033	Reading Intervention Grade 6-8	Reading Intervention Course - Elective - Does NOT count for High School Graduation Credit - Grades 6 - 8 - This class will be offered for students who are below grade level and who need reading intervention to assist them in passing the English Language Arts classes in grades 6-8. This course will be prescriptive to the student's reading intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.
1035	Writing Intervention Grade 6-8	Writing Intervention Course - Elective - Does NOT count for High School Graduation Credit - Grades 6 - 8 - This class will be offered for students who are below grade level and who need writing intervention to assist them in passing the English Language Arts classes in grades 6-8. This course will be prescriptive to the student's writing intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments.
1063	English Language Arts ELD Mid	English Language Arts ELD - Grades 6-8 - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (ELs) whose English language proficiency level (ELP) is nearing proficiency, as measured by the department-approved annual ELP assessment. This course integrates grade-level ELA content with ELD based on the ELP level of ELs. Teachers are required to have secondary licensure, be endorsed in ELA, and trained to support ELs (under federal legal obligations to ELs). Course 1063 may be substituted for 1000 to receive high school graduation credit, where applicable, if 1063 meets all course requirements for 1000. See course description for 1000 above for more information. If this course is used for ELs participating in a state-funded bilingual program, the teacher must also have a TESOL endorsement.
1274	Lang for Native Speakers-Elementary	Language for Native Speakers - Recommended for Students Grades K - 6 - This course code is specifically for use at the elementary level for pull-out or self-contained instruction. This course provides instruction and development for elementary students in the home/heritage language with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension, as appropriate). As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the

		culture, history, and traditions of the community. This course must be taught in the home/heritage language (language other than English). This course/class WILL be considered as part of a funded bilingual program.
1275	Spanish Language Arts Elementary	Elementary Spanish Language Arts - Recommended for Students Grades K-6 This course code is specifically for use at the elementary level for pull-out or self-contained instruction. This course provides instruction and development for elementary students in Spanish language arts, with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension). This course must address the Common Core State Standards (Common Core en Espanol) for Spanish Language Arts. All levels place an emphasis on reading, writing, and interpretation of text. This course must be taught in Spanish. (i.e. home/heritage language). As per Bilingual Multicultural Education regulation and statute, extensive study of the cultures and traditions related to the home/heritage language at the regional, national and international levels must be included. This course/class WILL be considered as part of a funded bilingual program.
1276	Spanish Language Arts Middle	Spanish Language Arts Middle School - Grades 6-8 This course code is specifically for use at the middle school level. This course provides instruction and development for students in Spanish language arts, with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension). This course must address the Common Core State Standards (Common Core en Espanol) for Spanish Language Arts. The course provides instruction in language arts skills with an emphasis on grammar, writing, and editing. This course must be taught in Spanish. (i.e. home/heritage language). As per Bilingual Multicultural Education regulation and statute, extensive study of the cultures and traditions related to the home/heritage language at the regional, national and international levels must be included. This course/class WILL be considered as part of a funded bilingual program.
1282	Braille K-8	Braille - Grades K-8 - The course provides instruction to elementary students to tactually read and write Braille as a nonvisual medium with an emphasis on reading academic and functional material which includes the study of tactual discrimination, physical reading techniques, Braille code contractions, convections, rules of usage and Braille Formats. The course may also include the study of Braille code for writing math and science information, such as equations, formulas, and symbols, as needed by the student to progress within the math and science courses.
1290	French as Second Language-Element	French as a Second Language for Elementary Students - Recommended for Students Grades K - 8 - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - Standards for Excellence. Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.
1291	German as Second Language-Element	German as a Second Language for Elementary Students - Recommended for Students Grades K - 8 - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - Standards for Excellence. Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.
1292	Native Am as Second Lang-Element	Native American Language as a Second Language for Elementary Students - Recommended for Students Grades K - 8 - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - Standards for Excellence. Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.
1293	Spanish As Second Language-Element	Spanish as a Second Language for Elementary Students - Recommended for Students Grades K - 8 - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - Standards for Excellence. Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.
1294	Other Lang as Second Lang-Element	OTHER Language as a Second Language for Elementary Students (for languages other than those identified for Elementary Students above) - Recommended for Students Grades K - 8 - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - Standards for Excellence. Local curriculum will be aligned with the NMPED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program.