

2020 Instructional Material Summer Review Institute

Review Team Appraisal of Title
(9-12 English Language Arts)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	SpringBoard English Language Arts, English II - 6-Year Digital Access Subscription with free Consumable Student Edition(s).	Publisher	The College Board - SpringBoard
SE ISBN	9781457314018	TE ISBN	9781457312403
SW ISBN	9781457312960	Grade Level	10
<p>Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)</p>			
<p>Recommended (90% and above) <input checked="" type="checkbox"/></p>		<p>Recommended with Reservations (80-89%) <input type="checkbox"/></p>	
		<p>Not Recommended and Not Adopted (below 80%) <input type="checkbox"/></p>	
			<p>Total Score - Below is the final score for the materials averaged between the team of reviewers.</p>
			<p>Average Score</p>
			<p>97%</p>
<p>Cultural and Linguistic Relevance Recognition - Materials are reviewed for criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review receive this recognition.</p>			
<p>CLR Recognition <input checked="" type="checkbox"/></p>		<p>Average Score</p>	
		<p>90%</p>	
<p>Materials take into account cultural perspectives.</p>			
<p><i>Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):</i></p>			
<p>The materials include many different cultural perspectives from authors around the world, but there are few Hispanic and Native American authors represented. However, authors from Colombia, India, Egypt, China, Nigeria, Greece, and Iran are included, providing students with a wide view of many culturally diverse perspectives within the content area.</p>			
<p>Materials include a culturally responsive lens.</p>			
<p><i>Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):</i></p>			
<p>The materials offer limited opportunities for students to reflect on and connect the reading to their own cultures. A few activities ask students to compare their own cultures with others or to make connections to personal experience, but most tasks ask for a more analytical approach to the material.</p>			

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

Average Score

97%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials provide a rigorous curriculum that aligns with grade level standards overall, focusing on an alignment with AP and SAT preparation. The relevant standards are referenced in each prompt, assessment and task, and the online teacher resources provide a full standards correlation. The materials provide both teachers and students with direct and targeted standards aligned learning resources.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The reading selections are in the high end of the 9/10 complexity band, as measured by Lexile ratings provided for each selection. The materials describe most reading selections as "difficult" or "high difficulty." World literature selections are frequently featured, and there are a variety of informational texts including seminal US documents. Most activities ask students to practice close reading and cite textual evidence to show comprehension in the Returning to the Text and Working with the Text sections. Guided close reading through structured practice in annotation further supports student mastery of reading standards.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align to writing standards, asking students to practice the required genres: argumentative, informative/explanatory, and narrative. Students are frequently directed to conduct research, assessing sources for credibility and synthesizing information effectively. In all writing assignments, the materials require textual evidence to support student claims and analyses. Language checkpoints provide guidance in writing mechanics, like phrases and clauses, and Scoring Guides assess student performance on Embedded Assessments. Resources in the end matter include graphic organizers to support planning, organizing, editing and revising of writing. The online digital resources include a student reader/writer notebook that guides students toward independent reflective writing to create more meaningful, lasting learning and support student mastery of the writing standards.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials meet speaking and listening standards by focusing on academic conversations that support peer-to-peer dialogue, including Socratic seminars, literature circles, debates, discussion groups, presentations, and theatrical performances. The activities included are high-level and require complex thinking/writing to demonstrate mastery of the standards, but offer students multiple supports/opportunities for learning. Differentiation for ELL students is often provided through small group or pair discussions and collaboration.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials address language standards primarily through Language Checkpoints in the text and Language Workshops in the online resources. Topics include Conjunctions, Academic Vocabulary, Figurative Language, Clauses, Parallel Structure, and Punctuation. Language standards are targeted through intentional and frequent practice in grade level language standards aligned writing activities to better support student mastery.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

While the materials include a limited selection of Hispanic authors and only one Native American author is included, overall the curriculum strives to present a wide variety of authors/texts from all over the world to engage students in reading/learning about the diverse perspectives in this genre of study. The materials reflect the Grade 10 focus on World Literature, which includes diverse readings from many cultures, including Chinese, Iranian, Colombia, Ghana, Nigeria, Greek, Indian, and others. The materials offered demonstrate a wide diversity of texts to support culturally and linguistically diverse learners.

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

Average Score

100%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

This curriculum provides a range of high complexity materials that are worthy of a student's time and attention. These include a series of articles about video gaming and the effect of technology on the brain. Another set of readings provides a real-world connection to vaccinations, giving multiple perspectives in different articles. Literature materials, especially "Things Fall Apart," relate to individual experiences, family connections, and cultural conflict. The unit on "Voice in Synthesis" is highly relevant to today's learners who are heavily influenced by online, web-based sources; this unit of study asks students to examine, research, and analyze a variety of complex informational texts/sources to evaluate varied perspectives and learn to make individual meaning from source information. The reading selections also engage students in a variety of genres, including drama (*Antigone* and *Persepolis*), with experiential activities involving theatrical performances.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

One of the four major focus areas in Spring Board is higher-order questioning. Each unit begins with an essential question related to the activity's theme or topic. Students use the Returning to Text and Working from Text sections to reflect on the details in the text, to conduct deeper analysis, and to practice inferential thinking. Students are tasked with self-creating questions relating to the materials for a variety of purposes, such as debates, Socratic Seminars, and group discussions.

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

Statements of appraisal and supporting evidence:

This curriculum focuses on supporting English Language Learners with scaffolding and differentiated suggestions in each activity. Target areas are vocabulary and sentence frames to support paragraph writing. This curriculum supports ELL students significantly, but there are few in text differentiations or accommodations for students with special education disabilities. The online source materials provide teachers with more resources and guidance on scaffolding/differentiating in the form of Language Workshops to help support learners struggling in English.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

96%

Materials are coherent and consistent with the high school standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

The materials provide a rigorous curriculum that aligns with grade level standards overall, focusing on an alignment with AP and SAT preparation. The materials include frequent reference to College and Career Readiness Focus Standards at the beginning of each activity. In the Planning the Unit sections, AP and SAT connections are provided that focus students on important skills and knowledge areas for college and help them prepare for the SAT exams. The speaking and listening activities, such as debates, presentations, and discussions, prepare students for post-secondary careers or education.

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

Statements of appraisal and supporting evidence:

The materials are well designed and use color coding for specific sections and skills. Sequencing of materials is well presented and planned, as in the series on video games and its effects on the brain and vaccinations. Teaching directions are numbered, and, when followed, will give a beginner teacher a step-by-step plan to follow. The online, digital resources provide teachers with a huge wealth of resources for planning and pacing from a Scope and Sequence to outlined, detailed guides for effective, standards aligned lesson planning.

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

Statements of appraisal and supporting evidence:

The Planning the Unit sections are rich with guidance such as a pacing guide, additional materials needed, independent reading suggestions, alternate pathways through the materials, and suggested remediation workshops that are available online. Standards are not presented in the Planning the Unit section, but are available in each Activity, in the College and Career Readiness and Scaffolding the text-dependent question sections. An online standards correlation is available for teachers to reference.

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

Statements of appraisal and supporting evidence:

Online resources include data collection through assessments and workshops. Scoring guides in each embedded assessment provide data on a variety of standards related to writing, speaking, and listening skills. Each unit of study provides teachers with a scoring guide and assessment rubric to better support evaluation of student work and mastery toward standards.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

Digital materials are easily accessible through a web-based platform compatible with any device. The materials support students' use of technology in research and creating multi-media presentations. Specifically, they create slide shows, find and assess the credibility of sources, share their findings in presentations, and enhance performances with media. Digital materials are aligned with Zinc Reading Labs and Turnitin Revision Assistant, which helps with organization and provides feedback to students in the writing process.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Teachers can choose from two different pathways to customize instruction for English Language Learners. Language Workshops and Foundational Skills Workshops target specific areas for further support and can be assigned to specific students. Differentiation strategies also provide opportunities to individualize student learning. Assessments can be modified to be collaborative for those students who need that support.

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

Statements of appraisal and supporting evidence:

Language Workshops and Foundational Skills Workshops provide additional support on key concepts for struggling students. A variety of literary genres and activities guide students to an understanding and comprehension of key literary concepts. The materials provide scaffolding and differentiation strategies to support students, and they include a number of acronyms designed to help students remember how to unpack reading selections and plan writing tasks. Examples include TP-CASTT, SOAPStone, SMELL, and RAFT. Learning Strategies, a Spanish/English glossary, and Graphic Organizers provided in the resources at the end of the text give additional supports for students.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials include many different cultural perspectives from authors around the world, but there are few Hispanic and Native American authors represented. However, authors from Colombia, India, Egypt, China, Nigeria, Greece, and Iran are included, providing students with a wide view of many culturally diverse perspectives within the content area.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials offer limited opportunities for students to reflect on and connect the reading to their own cultures. A few activities ask students to compare their own cultures with others or to make connections to personal experience, but most tasks ask for a more analytical approach to the material.

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 13

Background and experience:

Level III teacher with a masters degree in Curriculum and Instruction with 20 years experience teaching English Language Arts, English, and History to students in grades 8-12.

Professional summary of material:

This curriculum is designed to target student mastery in four specific areas; argument, persuasion, synthesis, and analysis. The text is divided into 4 units of study anchored on texts that ask students to read, analyze, evaluate, discuss, and reflect upon the four main goals. Unit 1: The Power of Argument has students evaluate informational texts to determine author's purpose and validity of source information to build their own knowledge and form individual understandings about relevant topics. Unit 2: Persuasion in Literature has students read and reflect on powerful literature to better understand how authors use personal experiences/events to create work that can shape and influence society. Unit 3: Voice in Synthesis tasks students with reading, evaluating, and then researching information to present findings/understandings/beliefs about topics that are relevant and timely in today's society. In Unit 4: Praise, Mock, and Mourn has students analyze complex drama and poetry to better understand the power of language and the written word to shape and define the history of the world over time. The materials aligned within this curriculum address all the focus areas of a standards based, content rich ELA study. Students practice close reading, annotation, reflective journaling, literary/text analysis, text-dependent questioning, paired/group collaboration, vocabulary practice, grammar practice, and discussion within each unit of study. Teachers are offered a wide variety of resources, both in print and online, to best support the learning experience of every student within the content area. A scope and sequence includes lesson planning guidance/outlines, learning activities, scaffolding guidance/resources, student assessment activities/resources, and scripted notes for instructional planning/delivery. Students are provided with a user friendly text that guides them through the text with support in the form of learning targets, lesson previews, guidance for textual annotations for deeper understanding, guiding questions to shape meaning, knowledge questions to enrich learning, checkpoints to clarify understanding, and scoring rubrics for assessments to clarify performance expectations with every text to best ensure student understanding and mastery of the content area standards. This curriculum is rich in text level complexity and student learning activities; it will amply support students on their learning journey toward college and career readiness.

Reviewer #: 14

Background and experience:

Reviewer is a Level III Master Degree teacher with a National Board Certification and 20 years of experience in both Middle and High School English, History, and Special education.

Professional summary of material:

This curriculum is set up in four main units with each unit focusing on a theme: unit 1 “The Power of Argument”, unit 2 “Persuasion in Literature”, unit 3 “Voice in synthesis”, unit 4 “Praise, Mock, Mourn”. To support student understanding, each unit previews the literary selections, task, and assessments they will be engaging in as well as a “Previewing the Unit” activity. In the teacher’s edition, each unit comes with a clear and comprehensive guide for planning and teaching the unit. This guide includes a list of additional materials needed, an instructional sequence and pacing guide, suggested independent reading text that focus on the unit’s theme, a language development pathway for students struggling in English, and suggested workshop options for additional skills support and practice. Each unit includes College and Career Readiness Standards, AP and SAT connections, academic and domain specific vocabulary, Leveled Differentiated Instruction at the beginning, developing, expanding, and bridging levels of skill, and a teacher wrap that includes step-by-step teacher guide and supports for scaffolding the text-dependent questions. Each unit also contains “Returning to the Text” and “Working from the Text” tasks that require evidential support, as well as foundational short writing prompts and self-reflection activities. The units also provides assessment both in the text, with two embedded assessments, and an online assessment that is offered in either print or online options. Throughout the text a wide variety of literary selections is available. At least 60% of the text is informational articles, speeches, infographics, seminal documents and editorials. The other 40% includes film and audio media, short stories, novel readings (including Antigone and Things Fall Apart), poetry, cartoons, dramas, and graphic novels. The majority of support provided to struggling students is geared for English language learners and not for other special education populations. Resources at the end of the book contain an independent reading log, graphic organizers, learning strategies, and an English/Spanish glossary that will support students throughout the text. The text is color coded to organize reading selections and activities, vocabulary, grammar and writing, learning strategies, leveled differentiated instruction, and independent reading links. This color coding makes it not only more organized but becomes familiar for students so they know what to expect for each section. The text is very plain and drab to the eye and may not be engaging for students. The text is a consumable so the pages are designed to be used by the student and removed for grading.

Reviewer #: 15

Background and experience:

Level 3 teacher, with 30+ years of experience teaching English to regular, honors, and AP students. MA in English; MEd. in Education; TESOL certified. Currently teaching 9th and 12th English and serving as Humanities Dept. Coordinator at a public charter school.

Professional summary of material:

The Springboard ELA for English II provides a rigorous, well-designed curriculum. Unlike texts which are organized thematically, this curriculum contains four skill-based units: “The Power of Argument,” “Persuasion in Literature,” “Voice in Synthesis,” and “Praise, Mock, Mourn.” The two core fictional texts studied are Things Fall Apart (full text not included in materials) in Unit 2 and Antigone in Unit 4. These two texts are supplemented with short stories, poetry, an excerpt from the graphic novel Persepolis, and novel excerpts. Units 1 and 3 focus on informational texts, covering a wide range of genres, including letters, speeches, infographics, articles, editorials, and Supreme Court decisions. The curriculum focuses on skill development, moving students through close textual analysis of content as well as authors’ use of literary and rhetorical devices to activities that ask students to use similar devices in their own writing and to analyze the effect of such devices on meaning. Frequent use of graphic organizers help students organize their thinking and collect textual evidence. Teachers are given many suggestions for instructional strategies, scaffolding, and differentiation, especially for English Language Learners. The materials contain extensive resources for teachers and students, including glossaries (in Spanish and English), a graphic organizer library, and an index of skills. Online, more resources are available, in addition to an ebook, and include materials in Spanish and English, as well as multiple assessment tools. Teachers can find scope and sequence information and standards alignment online as well. Visually, the textbook is dense and does not contain many illustrations. The Student Edition is consumable, with perforated pages, which allows for annotation and allows students to work directly in the book. This curriculum seems especially suited to advanced students, with its focus on pre-AP and SAT strategies, but using the suggestions for differentiation and the remediation activities online would help make it accessible to students with disabilities. Overall, it is a solid choice for schools looking to provide a rigorous, vertically-aligned ELA curriculum.