

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 IV - 6-Year Digital Access Subscription with free Consumable Student Edition(s). | Publisher | The College Board - SpringBoard |
| SE ISBN | 9781457314032 | TE ISBN | 9781457312427 |
| SW ISBN | 9781457312984 | Grade Level | 12 |

Core Instructional Material Designation *(Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)*

Recommended
(90% and above)



Recommended with Reservations (80-89%)



Not Recommended and Not Adopted
(below 80%)



Total Score - Below is the final score for the materials averaged between the team of reviewers.

| |
|---------------|
| Average Score |
| 93% |

Cultural and Linguistic Relevance Recognition - Materials are reviewed for criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review receive this recognition.

CLR Recognition



| |
|---------------|
| Average Score |
| 89% |

Materials take into account cultural perspectives.

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

Because of the focus on British Literature anchor texts, the diversity of cultural perspectives in the reading materials is limited. Similarly, the multiple informational texts based on Hurricane Katrina, which may refer to racial inequities, are written primarily from a white majority perspective. There are a few exceptions to this pattern, but, overall, the materials do not reflect a rich representation of cultural voices.

Materials include a culturally responsive lens.

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

There are a few attempts to address cultural and ethnic diversity, but the somewhat limited selection of diverse reading selections means that students may not always see themselves reflected in the texts.

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

Average Score

91%

Materials align with grade level standards overall.

Statements of appraisal and supporting evidence:

The materials are highly rigorous and correspond with the upper band of grade 11/12 complexity. Materials are aligned with AP and SAT grade level standards in preparation for college bound students. Standards are referenced for activities and assessments and are fully correlated in the online teacher resources section.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

Reading materials are rated as "Difficult" or "High Difficult" for most selections and meet the high end of the 11/12 grade complexity band. Text genres covered are poetry, editorials, folktales, myths, and fable, as well as speeches, articles, and two plays: Pygmalion and The Tragedy of Othello; however neither play is included in the text. Through the use of the Returning to the Text and Working with the Text sections, students practice citing evidence, working with vocabulary, close reading, critical thinking, and mastery of reading standards.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials align to writing standards and require students to write argumentative, informative/explanatory, research projects, and narrative tasks. Textual evidence as support for claims and effectively assessing sources for research are required foci for writing assignments to show mastery of the writing standards. Resources are provided in the form of graphic organizers, online support in a student reader/writer notebook, as well as a teacher wrap that provides the teacher step-by-step directions for student support. Teachers use scoring guides for embedded assessments to assess student performance and provide a checklist for students to use when revising their work.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials meet speaking and listening standards through activities that require interpersonal skills and complex thinking as well as academic conversations that promote peer-to-peer dialogue, literature circles, discussion groups, debates, Socratic seminars, and presentations. The materials are also designed to support ELL students' needs for English support through pairing and small group interaction and collaboration. Differentiation suggestions are supported in the Leveled Differentiation Instruction sections that range from beginning to expanding.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials address the Language Standards through the use of Language Checkpoints and Language Workshops online. Students work on academic and literary vocabulary, grammar and usage, verb voice, commas, parentheses, dashes, summarizing, hyphenation, and syntax. The embedded assessments provide a rubric that includes a language category to help students revise for language and teachers to assess for mastery of the skill.

Materials align to New Mexico content standards for ELA.

Statements of appraisal and supporting evidence:

The materials are very limited culturally and include only one Hispanic but no Native American authors. This text is focused on "Perspectives" for each unit, but while there are authors from China and India most of the authors from other cultures are American born, limiting the cultural relevance. There are a wide range of genres, including letters, essays, speeches, short stories, poetry, and dramas, for students to read analyze to gain mastery of standards.

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:

The materials selected are challenging and provide a range of text types, including essays, articles, editorials, poetry, short stories, plays, and song lyrics. The anchor texts are *Pygmalion* and *Othello*, both canonical British plays. Reading selections are often grouped thematically, as with a series of poems and a novel excerpt in Unit 1, all of which focus on being a "stranger" in a new or familiar place. Similarly, a set of informational texts in Unit 4 focuses on the aftermath of Hurricane Katrina and ranges from speeches from former US Presidents to articles and editorials. Students analyze the texts and also use them as models for their own writing.

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:

Each reading selection is followed by a "Returning to the Text" and "Working from the Text" section, which ask students to use textual evidence to answer questions and provide examples of literary techniques used by the authors. Often the questions examine vocabulary and diction choices, and students are frequently required to make inferences about the author's meaning. Writing prompts, Socratic Seminars, presentations, and class discussions also require the incorporation of textual evidence, keeping students tied closely to the particulars of the text.

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

Statements of appraisal and supporting evidence:

The materials provide scaffolding and differentiation suggestions in a variety of ways. Each set of text-dependent questions is accompanied by scaffolding suggestions in the Teachers' Edition. Similarly, the TE provides Leveled Differentiation Instruction suggestions for different levels of need, from beginning English language learners to those needing extension. Teachers are encouraged to assess student performance on each activity and make adaptations as necessary, using guidance provided by the text if desired. The online materials offer possibilities for a variety of pathways through the material, including a Language Development Pathway and Foundational Skills workshops. Close reading and writing workshops are also available online. These materials offer options for teachers to create customized experiences for students who need more support.

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 are a well-designed, grade level course of directed study of British Literature in both the scope and sequence of texts and learning activities for students and instructional supports for effective teacher planning. The texts offered within the curriculum are sufficient examples of grade level content works and build in complexity throughout the course of each unit. The curriculum is a text-centered study that builds student reading and writing abilities to grade appropriate expectations and provides a comprehensive plan of study that is aligned to the standards. Units of study are sequenced to build learner knowledge through routine practice in reading, writing, speaking and listening, and vocabulary enrichment.

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

Statements of appraisal and supporting evidence:

The materials are well-designed for effective teacher planning and sequencing and provide a wide variety of supports, guidance, and scaffolding resources for teachers to use in day to day teaching and long-range planning. Each unit (there are 4) in the design is outlined to anchor on a critical text and build out student engagement and learning through support texts and practice in critical thinking, close reading, formal and informal writing and a final unit end assessment. The teacher "wrap" around each student learning page provides learning objectives, guidance/coaching in instructional practices, standards alignment and correlations, and DI/EL learning strategies to help support all students in the learning process.

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

Statements of appraisal and supporting evidence:

The materials are structured to be fully aligned to content standards for student learning. The online digital resources provide both the national and grade level scope and sequence for grade level content learning, a digital standards correlation to learning activities and assessments, and a grade at a glance resource that sequences the texts with essential questions, vocabulary study, and learning goals. All of the individual lessons within the curriculum and the embedded assessments are fully aligned to the standards and a correlation to those standards is provided within the teacher "wrap" for each activity.

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

Statements of appraisal and supporting evidence:

The materials provide a wide variety of both summative and formative assessment opportunities for teachers to monitor student progress toward mastery of the content standards. Each unit has a series of evidenced based questions to track reading comprehension and at least one formal and a variety of informal writing activities geared toward student practice in mastering grade level writing expectations, as well as multiple speaking and listening activities to build student capacity in meeting content standards. The design of each unit ends with an embedded assessment that provides teachers with a grading rubric aligned to content standard objectives to assess student knowledge of each skill.

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:

While the use of technology within the actual design of the materials' learning activities isn't widely addressed, the curriculum itself does provide teachers and students with an online digital platform to navigate student learning. The Springboard platform offers students access to an ebook, a digital workbook in language, writing, and close reading, an online reading lab for independent reading practice, and a direct link to connect their work to Google classroom to help build student ability in 21st century technological online learning practices.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials provide teachers with multiple supports and resources to customize the learning experience to each student and meet them where they are in the learning. The teacher "wrap" provides guidance and strategies for differentiated instruction and EL learning scaffolds to help teachers effectively meet the needs of special populations during the instructional planning. Additionally, the online resources offer workbooks for students who are second language learners to help transition their learning and scaffold demonstration of knowledge within the learning process. The digital resources provide a reading lab, a foundational skills workbook, and assistance with writing revision in an online writing lab that provides instant feedback to assist students in the writing process.

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

Statements of appraisal and supporting evidence:

Throughout the scope of the curriculum students are provided routine practice in reviewing and mastering key concepts in the content area. Frequent evidence based writing practices, close/guided reading and annotation practice, page by page vocabulary supports, and reflective writing exercises all serve to help students identify and then master the art of critical thinking, reading, and writing to meet 12th grade learning expectations.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Because of the focus on British Literature anchor texts, the diversity of cultural perspectives in the reading materials is limited. Similarly, the multiple informational texts based on Hurricane Katrina, which may refer to racial inequities, are written primarily from a white majority perspective. There are a few exceptions to this pattern, but, overall, the materials do not reflect a rich representation of cultural voices.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

There are a few attempts to address cultural and ethnic diversity, but the somewhat limited selection of diverse reading selections means that students may not always see themselves reflected in the texts.

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 20 years classroom experience in teaching ELA and US History in grades 7-12. I hold a master's degree in Curriculum and Instruction and am AP College Board trained and certified in English Literature and Composition.

Professional summary of material:

This curriculum is designed to provide students with an in-depth study in British Literature with an advanced and rigorous focus on writing through critical lenses. The text is aligned to the common core standards with heavy focus on complex reading and writing practice. Materials for the curriculum are split into four units of study that are anchored in traditional and more current British texts and anchored on a study of the literary analysis of texts within the unit through a specific critical lens the author uses. Each lesson provides students with a study in reading, language/usage, vocabulary, writing, and wraps up with an embedded assessment. It's important to note that all of the activities or lessons connected to each text are designed to prepare students for the end of unit assessment. Students are provided with important annotations in the text to help clarify difficult sections in the reading; are given an opportunity for enriching their learning through the "Knowledge Quest" activities; and are supported in the independent reading process through questions/activities that connect their independent reading to the readings in each unit. The online resources for students offer additional supports for enhancing/enriching learning. Students who struggle in the content area due to language barriers or learning challenges are offered scaffolds to better support their learning. The printed text for students is a consumable "workbook" of sorts to aid in easy assignment completion for classroom learning. A complete digital copy of the text is offered to every student to provide easier access for those students who prefer digital learning. Teachers are richly supported in the instructional planning through this curriculum. Each unit of study provides a scope and sequence for lesson planning that is fully aligned and correlated to the content standards. The digital resources offered to teachers only serve to enrich the printed materials given with this curriculum. Teachers are provided with a "wrap" around each page in the text that offers guidance, annotations, differentiation strategies, enrichment focuses, suggestions for creating greater student engagement, and correlation to the standards and SAT/AP guidelines for instruction. The scope of each lesson/activity begins with an introduction to the unit, followed by a series of texts that students read/annotate, evaluate, analyze and assess for demonstration of content standard mastery and knowledge. Iconic British literature texts like "Pygmalion", "Othello", and "Frankenstein" contrast with more timely and relevant works by Zora Neale Hurston and Roald Dahl. All these texts anchor student learning in the complexity of critical thinking and provide a rich and challenging literary study that is also fully supported through nonfiction/informational analysis in texts from influential and important voices like former US Presidents and news journalists. Each unit of study focuses on instruction, engaging students to read and understand the power that authors have and the literary technique of writing within a specific lens to shape and influence the meaning and understanding of the reader. All four units engage students in the skill of critical reading to make meaning and respond in writing from a perspective that is logical and rooted in their understanding of the text. The curriculum spans the full breadth of genres including fiction, nonfiction, drama, poetry, and the research process for students to engage in as emerging literate citizens. The curriculum is rigorous and complex, meeting the expectations of an AP curriculum, but it does offer a multitude of supports for differentiation for teachers and students alike in the learning process through a "split" pathway for instructional design: one for general education students and one for students with special needs. Overall, this curriculum offers a rich and complex set of student learning activities and instructional guidance and resources for teachers for a 12th grade British Literature course.

Reviewer #: 14

Background and experience:

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

Professional summary of material:

Materials for this curriculum are split into four major units of study with a central idea or theme of study for each unit. Each unit begins with an introduction to the unit and details the final assessment activity that will be required by students. Then a series of text are read, annotated, and evaluated by students. Included in each unit is vocabulary, language/usage, grammar, and embedded assessments. Unit one, "Perception is Everything", includes mostly poetry selections with a few informational texts in the form of speeches and essays. The embedded assessments are an argument and informational essay. In unit two, "The Collective Perspective", the foundational text is "Pygmalion" and is supplemented by a variety of literary selections about women and their roles. Embedded Assessments include writing a script and an analytical essay. Unit three is about "Evolving Perspectives" and focuses on the play "The Tragedy of Othello". The embedded assessments include writing a literary analysis and interpreting and performing a scene from Othello. Unit four is "Creating Perspectives", which focuses on the media and how it can slant the news. Students will read articles, speeches, and editorials about the media and how it informs and creates perspectives. The embedded assessments include writing an argument essay and presenting an argument in a medium of the student's choice. Although this unit is about media, this text does not include much in the way of technology for student use other than making a presentation and creating a blog. Cultural literature is provided by one African, one Chinese, one Middle Eastern, one Caribbean, and one Hispanic author as well as a few American born authors of color. Throughout the text, language and grammar, vocabulary, and research projects both short and long are explored. The curriculum has two pathways for each unit to support both the general student and those struggling in the English language. Additional online workshops are provided for remedial support or to enrich learning. Online assessments are available for each activity and unit and can be presented in either print or media forms. A complete digital version of the text is offered for students who prefer digital learning over print material. In the teacher edition, a step-by-step teacher wrap provides support for the beginning teacher in their "plan, teach, assess, and adapt" sections. Other materials in the teacher wrap include a Teacher to Teacher section to support new teachers, college and career readiness standards, and text complexity rating scores. At the beginning of each unit is a clear and organized guide for planning the unit that provides the sequence, pacing, supports, assessments, vocabulary, language development pathway, a suggested independent reading list, and a list of activity workshops to develop skills. The differentiated materials are designed to support ELL students in the sections entitled "Leveled Differentiated Instruction" and range from beginning to extending levels. There is not much support for special education students with learning deficiencies. This curriculum is very complex and rigorous and meets the expectations for an AP or honors curriculum. The visual impression is rather drab and may not engage students. Finally, the student edition is perforated and expected to be a consumable. The end-matter contains a reading log, learning strategies, graphic organizers, and English-Spanish Glossary, and index of skills, author, and titles.

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:

SpringBoard ELA IV is a rigorous standards-based curriculum. The focus is on British Literature, although many of the informational text selections are American. The anchor texts for the literature units are *Pygmalion* and *Othello*. The other two units largely consist of themed informational texts: in the first, students focus on how writers shape the perception of their readers; in the second, the materials give multiple perspectives on Hurricane Katrina and its aftermath, which students examine for bias and credibility. As with other SpringBoard texts, the English IV materials are broken into four skills-based Units, all with an overarching theme of "perspective." The text introduces students to several literary theories they will work with throughout the text, and students begin to apply different critical lenses to the material they read. Each unit contains two Embedded Assessments, which range from analytical essays, to dramatic performances, to collaborative presentations. Each formative activity develops the skills being assessed in these summative exercises. In addition to the major Embedded Assessments mentioned above, the text provides frequent text-dependent exercises and activities, as well as collaborative discussions, script/scene analysis, and group projects. The materials include tools to help students access the content and organize their thinking in the form of graphic organizers (there is an extensive library of graphic organizers included as an appendix), charts, tables, Venn diagrams, prewriting /revising exercises, and rubrics. English language learners will find a Spanish/English glossary included. Language Checkpoints throughout the units provide grammar/usage instruction, and the online SpringBoard Digital materials provide even more focused study of foundational English language skills through activities and workshops. The online materials also include e-texts, online assessments, and many teacher resources. The text includes multiple suggestions in a variety of different forms to guide teachers in differentiation and scaffolding techniques--from teacher wrap step-by-step directions to specific differentiation techniques for Beginning through Advanced ELL students. Students are encouraged to read independently and to keep a Reader/Writer Notebook. Independent reading prompts are linked to the in-text materials and tasks. "Knowledge Quest" and "Gaining Perspectives" prompts help students connect the curriculum to society, other disciplines, and their personal experience. This curriculum seems best suited for college-bound students, with a focus on AP and SAT skills, although if teachers use the recommendations and strategies for differentiation and modification of activities and assessments, regular education students and students who need more support could find success as well. Because of the focus on British literature, the inclusion of diverse materials and authors is limited in literature selections as well as informational texts. Despite these concerns, the text is comprehensive and challenging, and it should prepare students well for post-secondary college or career life.