

## 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 I - 6-Year Digital Access Subscription with free Consumable Student Edition(s).	Publisher	The College Board - SpringBoard
SE ISBN	9781457314001	TE ISBN	9781457312397
SW ISBN	9781457312953	Grade Level	9

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

**Recommended**  
(90% and above)



**Recommended with Reservations** (80-89%)



**Not Recommended and Not Adopted**  
(below 80%)



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

Average Score

97%

**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

92%

Materials take into account cultural perspectives.

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

There are many cultural perspectives represented in the reading material, including African American, Polish, English, Dominican Republic, Asian, and Middle Eastern. However, because this is a New Mexico textbook review, to increase equity in learning, it would be beneficial to see more Native American and Hispanic representation within the scope of the curriculum.

Materials include a culturally responsive lens.

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

Materials do not always support students' needs to connect their own experience to what they are reading to be culturally responsive.

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

Average Score

96%

Materials align with grade level standards overall.

*Statements of appraisal and supporting evidence:*

Materials do align with grade level standards and appear in the beginning of each unit and activity for teacher reference and scope and sequence planning. The online platform also includes each reference and pages associated for cross reference. The scope and sequence design of this curriculum aligns with CCSS standards and provides comprehensive learning resources for educators.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials align with grade level reading standards, but seem to be at the top end of the text complexity for grade 9 providing a rigorous, college ready learning journey. Independent reading is incorporated in the curriculum, and titles are provided for student choice; however, the curriculum does not provide the books, so a student will have to find the books from a library or other source. The materials do provide detailed and sufficient resources for scaffolding and differentiated learning supports to meet all students where they are in the learning process. Many of the materials are focused on close reading and the collection of textual evidence. Each unit is highly focused on one detail such as telling details, words and phrases, evidence, and powerful openings. Readings are geared towards each of these focused areas.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

Materials in this curriculum do align to the writing standards; the resources focus initially on sentence and paragraph construction, but build by activity to a culminating embedded writing assessment at the end of each unit. Sentence frames and stems are provided for ELL and students with special/individualized support. There are a variety of writing assignments, including poetry, analysis, rhetoric, creative, and dramatic writings. Sometimes students are asked to work in pairs or groups and take the written work further by presenting or performing it orally.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

The materials do align with and offer a wide variety of resources and instructional materials to meet the criteria of the speaking and listening standards. The presentations and dramatic performances require a high level of speaking and listening skills. Students are provided with extensive directions on how to work as a group and conduct effective discussions. When peer editing or discussing collaboratively, partners are directed to listen and provide feedback in the appropriate manner.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

The materials do provide a wide selection of language resources to meet the language standards within the actual text and the online materials. Grammar lessons in the text are infrequent, appearing 3-4 times per unit, and usually come in the form of Language Checkpoints. The Writer's Craft sections also focus on grammar and writing skills. In the online platform, there are many more grammar lessons, especially in the Foundational Skills sections, which provide support to students who struggle with academic English.

Materials align to New Mexico content standards for ELA.

*Statements of appraisal and supporting evidence:*

While the materials do provide some Native American and Hispanic reading selections, there is not an abundant representation of diverse text selections, which is a priority in NM content standards for curriculum materials. The curriculum is rigorous and challenging in design and meets all other NM content standards, including being aligned to the Career and College readiness standards. The materials meet and support learners in mastery of all areas of content standard scope for ELA while providing multiple opportunities for students to master each content standard within the design of the curriculum.

**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

99%

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

*Statements of appraisal and supporting evidence:*

The materials provide a range of high quality and rigorous texts, which might make it hard for struggling students, but adequate guidance and resources are provided for the teacher to scaffold and support struggling learners. There are a wide variety of genres included, such as informational texts (letters, essays, speeches, articles), poems, plays, short stories, and novel excerpts. A collection of reading selections on the benefits and drawbacks of college provide real-world connections for students. There are also fiction and history pairings, which help students see societal changes over time. Each text offered is connected to a close reading activity, writing response, and reflection journal opportunity for students to support making meaningful connections to the learning.

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

*Statements of appraisal and supporting evidence:*

The questions in the materials are very text-specific and run the spectrum of the DOK band for student thinking and responding. The 'Returning to the Text' and 'Working from the Text' sections, in particular, ask students to focus on the particular details, words, and phrases in the reading selections. The materials provide a variety of graphic organizers to help students collect these details.

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

*Statements of appraisal and supporting evidence:*

The materials provide scaffolding suggestions for teachers in the Scaffolding the Text Dependent Questions sections included in many activities. Leveled Differentiation Instruction boxes in the teacher wrap give suggestions for students at different levels of English proficiency--beginners, developing, expanding, and bridging. Graphic organizers, provided in some activities and also in the resource section at the back of the book, give students additional support in collecting details from the text for organizing their ideas and writing. The materials make use of many acronyms (SOAPSTONE, RAFT, TPCASTT) to remind students what to look for in a text.

**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 consistent with high school standards. The selected texts are rigorous and challenging in depth and scope of readability. The level of reading and writing activities require students to be proficient in reading and writing skills.

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

*Statements of appraisal and supporting evidence:*

The design of the activities is clear and consistent. The planning and sequencing of each unit lead clearly to the culminating embedded assessment. Similar titles, headings, and text boxes provide familiarity from activity to activity and unit to unit. The teacher's edition provides a clear pacing guide as well as suggestions for different pathways through the unit. SAT and AP connections are made throughout the text for students on the AP/college track.

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

*Statements of appraisal and supporting evidence:*

Teacher planning is supported with extensive guidance at the beginning of each unit and in the teacher wrap sections of each page. The teacher wrap instructions provide clear directions for teaching each skill or concept, including vocabulary, textual details, assessment, and scaffolding. Clear alignment to the standards is provided throughout the text for each reading selection and writing prompt or activity. The online materials offer resources for teachers' professional learning.

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

*Statements of appraisal and supporting evidence:*

The materials are consumable, so students can turn in work directly from the text. Online progress reports also provide a way to track student progress. Embedded assessments and online assessments (print or digital) show student growth or mastery of skills covered in each unit.

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

*Statements of appraisal and supporting evidence:*

The materials ask students to use technology to research, create videos, and use multi-media in presentations. The online, web-based materials are easily accessible from any platform. Supplemental materials are available online for students and teachers.

Materials can be easily customized for individual learners.

*Statements of appraisal and supporting evidence:*

Materials have strategies primarily for ELL students, but not for students of other needs, such as auditory, tactile, kinesthetic learners or students with learning disabilities. There are different pathways for the embedded assessments online, as well as the Foundational Skills Workshop, Close Reading, and Writing workshops. Flexible Pathway suggestions are given in the teacher materials to customize students' experience with the material.

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

*Statements of appraisal and supporting evidence:*

Depending on which pathway students use, they can get additional support they need to explore key concepts. Teachers may use additional supplemental materials to support students and can direct them to appropriate pathways through the material to match their individual needs.

Materials take into account cultural perspectives.

*Statements of appraisal and supporting evidence:*

There are many cultural perspectives represented in the reading material, including African American, Polish, English, Dominican Republic, Asian, and Middle Eastern. However, because this is a New Mexico textbook review, to increase equity in learning, it would be beneficial to see more Native American and Hispanic representation within the scope of the curriculum.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Materials do not always support students' needs to connect their own experience to what they are reading to be culturally responsive.

**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:*

Reviewer is a 20 year, level III teacher with experience teaching grades 7-12 in English Language Arts and US History. Masters degree in Curriculum & Pedagogy from ENMU. National Institute for School Leadership fellow. Currently serving as Dean of Students and Interventions teacher.

*Professional summary of material:*

SpringBoard's English I curriculum is thoroughly comprehensive in scope, rigorous in design, and fully supported for instructional practice within the ELA classroom. It offers a wide variety of student resources to foster critical thinking, reading, writing, and technological application skills required by the content standards for 9th grade ELA. The texts included in the curriculum all work to build knowledge systematically by establishing a common theme and essential topic of study for each unit. Texts align with complexity requirements for this grade band and are widely regarded as "must reads" in literary analysis. For example, "To Kill A Mockingbird," "Letter from a Birmingham Jail," "Romeo & Juliet," and "Fahrenheit 451," are all included (excerpts only) for study and analysis. Strategies for developing student reading, writing, speaking, and vocabulary skills are abundant within each lesson of study to build student proficiency and mastery of content knowledge. The curriculum fully supports all learners and offers teachers instructional support and guidance for differentiation of learning for both EL and individualized learners with special needs. The digital resources help teachers deepen the content and instructional learning activities and offer scaffolded supports for students in the learning process. Within each unit of study, there is a detailed and rigorous research or writing project that includes opportunities for students to collaborate and build career readiness skills in designing and presenting a project. While the text is without much real "curb appeal" in appearance or design layout (it 'reads' much more like a college level text book), it does offer an intensive and detailed learning curriculum aligned to the content standards to fully support teachers, and students alike, in the learning process.

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:*

This curriculum presents a strong focus area for each unit: unit 1 is “Telling Details”, unit 2 is “Pivotal Words and Phrases”, unit 3 is “Compelling Evidence” and unit 4 is “Powerful Openings”. Each unit begins by previewing the unit with the students so they know what they will be learning about and what the culminating writing assignment will be. The standards are available for the unit both in the text and online. Each unit contains a foundational text and incorporates fiction, non-fiction, poetry, drama, visuals, and film to meet a variety of media types. There are also a diverse population of authors such as Native American, Hispanic, Middle Eastern, Dominican, Polish, English, and African American, etc; however, only one or two selections of each are provided. Students are expected to read an independent story, fiction or non-fiction, and keep a reading log and a list of books that relate to the focus of the unit that is provided. Each unit focuses on close reading skills, but also contain “Knowledge Quest” sections that use technology, visuals, discussion, or other strategies to engage students into exploring in more depth the material. One feature repeated throughout each unit is “Working from the Text” and “Returning to the Text” whereby students engage with the text in more detail and look for specific parts and evidence. Opportunities for students to check their understanding is also provided for each selection in the unit. The materials offer minimal support for ELL students, mostly suggesting pairing and group work or sentence frames to keep students engaged. The organization of the text offers ample opportunity for students to work collaboratively on tasks and projects that are creative, such as writing, rehearsing, and presenting a scene in a play. At the end of the book is a large variety of graphic organizers that assist in supporting ELL students. Support is primarily for ELL students and are found in the teacher wrap “Leveled Differentiated Instruction” section that is broken into beginning, developing, expanding, and bridging. There is little grammar development incorporated in language skills. Although the text is organized consistently, it is drab to the eye, which might not encourage engagement. The online platform includes assessments and collaborative learning workshops for ELL students as well as partnering with several other platforms such as Clever, Kahn, and Turnitin.

Reviewer #: 15

*Background and experience:*

Level III teacher with 30+ years of experience teaching English (including honors and AP) at the high school level. Master's degrees in English and Education and TESOL certified. Currently teaching 9th and 12th grade and serving as Humanities Department Chair.

*Professional summary of material:*

The College Board Springboard ELA materials provide a comprehensive, skills-based curriculum. The text is divided into four units, each focusing on an element of literature and informational text--from details to words/phrases to evidence to opening techniques. Students proceed through intelligently designed steps to examine each skill or concept, and the materials include many graphic organizers, charts, tables, and acronyms that students of pre-AP and AP classes will recognize. There is a variety of reading material in each unit, covering all the genres and types required by the standards. The teacher's edition provides alignment with the standards and extensive suggestions for pacing, strategies, differentiation, and assessment. There is quite a bit of diversity in the reading selections, which feature work by Hispanic, Native American, African-American, Dominican, Indian, and Asian, among others, although there are only one or two representatives of each ethnicity. While the materials do occasionally ask students to consider their own lives in relation to the reading, most exercises and activities focus exclusively on a close reading and analysis of the text. The online materials include assessments, an ebook, and a number of supplemental "Workshops" (Writing, Close Reading, and Language) and additional material for EL and special needs students. The Foundational Skills section and the Language Workshop would be extremely helpful in differentiating for students who need more support with academic English. The text itself is consumable and dense; one benefit is that students can write notes directly in the margins and can annotate more freely. While the book doesn't look flashy or colorful, it contains an effective and complete curriculum.