

**2021 Instructional Material Summer Review Institute**

**Review Team Appraisal of Title  
6-8 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 Grade 7 - Student Edition	Publisher	College Board
SE ISBN	9781457313981	TE ISBN	9781457312373
SW ISBN		Grade Level/Content	Grade 7 ELA

**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** - The final score for the materials is averaged between the team of reviewers.

**Average Score**

92%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant 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 are recognized as culturally and linguistically relevant.

**CLR Recognized**



**Average Score**

82%

Materials take into account cultural perspectives.

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

The materials provided take cultural perspectives into account. Students read and analyze texts written by diverse authors such as Nikki Giovanni, Nelson Mandela, William Shakespeare, Malala Yousafzai, Anthony Vigil, Langston Hughes, and Sojourner Truth. While some of the texts describe personal or societal issues of the time period, understanding of culture, language, traditions, values, and customs represented is limited.

Materials include a culturally responsive lens.

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

Cultural pedagogy is not evident throughout and does not maintain consistency with diverse perspectives and literary selections. Texts written by diverse authors do not represent cultural backgrounds, instead supplementing literary concepts in relation to current issues such as selling junk food in school vending machines.

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

Average Score

92%

Materials align with grade level ELA standards overall.

*Statements of appraisal and supporting evidence:*

Materials incorporate continuous practice of the four modes of language - reading, writing, speaking, and listening. Throughout *SpringBoard English Language Arts, Grade 7*, students are encouraged to collaborate, interact, and participate with peers. The scope and sequence aligns with CCSS and provides comprehensive learning resources. Specific vocabulary focus and activities highlight a myriad of reading, writing, speaking and listening.

Materials align to reading standards.

*Statements of appraisal and supporting evidence:*

The materials align with grade-level CCSS reading standards. Skills students practice include citing several pieces of textual evidence; addressing leveled questions; enhancing and applying plot elements; synthesizing text dependent questions; and developing tiered questioning through collaboration. Materials focus on frequent citing of multiple pieces of textual based evidence when addressing questions as well as when collaborating with peers. There is limited scope on practicing skills related to comparative aspects of historical elements. Informational skills include visual representations to convey meaning. Many of the informational texts relate to generational ideologies and allow students to activate prior knowledge.

Materials align to writing standards.

*Statements of appraisal and supporting evidence:*

Writing materials align with CCSS standards. Students are exposed to multiple styles of writing and tasks, including personal narrative, myth, informational essay, argumentative essay, literary analysis, and biographical presentations. Graphic organizers present multiple avenues of performance through scaffolded writing development. The tasks embedded within a unit and/or activity presents frequent opportunities for collaborative writing, editing, and feedback with peers. Entry points of writing are demonstrated through frequent writing prompts, leading to a culmination of full writing productions and/or product.

Materials align to speaking and listening standards.

*Statements of appraisal and supporting evidence:*

There is an abundance of oral practice, particularly with peers. Materials objectify usage of textual based evidence in combination with peer feedback, participation, and modal demonstrations. Materials encourage students to validate multiple viewpoints, aligning with a synthesis of text based evidence and peer feedback. There are varied types of strategies and activities, including *Think-Pair-Share*, *Discussion Groups*, and *Jigsaw* for collaborative discourse.

Materials align to language standards.

*Statements of appraisal and supporting evidence:*

Materials provide ample usage for linguistic development. *Language and Writer's Craft* highlight writing skills that include frequent opportunities for utilizing and embedding academic vocabulary throughout the writing prompts and overall assessments.

**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

95%

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 various text collections and writing tasks in *SpringBoard* are of high quality, robust, and rigorous. The materials provided in *SpringBoard* provide multigenerational resources and complementary texts to infuse prior knowledge while enhancing newly learned skills. Topics students investigate are relatable, such as analyzing the impact of Instagram, identifying techniques in advertisements, examining a video on junk food, and use of screen time. Writing performance tasks are real-world, such as generating an argumentative essay on a position or stance students are most passionate and interested about.

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:*

Found throughout the text are sections labeled *Returning to the Text* that provide leveled comprehension questions that address the CCSS. Students are encouraged to share their responses extensively by highlighting their reasoning and refining their initial response. Additional sections, such as the *Knowledge Quests* and *Gaining Perspectives*, promote personal connections to the material learned.

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

*Statements of appraisal and supporting evidence:*

Supports for English language learners are in place but supports for students below grade-level or struggling with the skill are limited. Guidance for supporting English language learners are found under *Supporting English Language Learners* and under *Leveled Differentiated Instruction*. To acquire vocabulary, the text recommends using reference materials such as a dictionary, but explicit instruction on how to use it as a learning tool is limited.

<p><b>All Content Review</b> - 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.</p>	Average Score
	88%
Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.	
<i>Statements of appraisal and supporting evidence:</i>	
Standards listed are aligned with College and Career Readiness. There are online and <i>Teacher's Edition</i> alignment for PRE-AP, AP, PSAT, SAT college entrance exams and students who are above grade-level. Primary skills focus on research and application: sourcing primary and secondary resources; student development with multiple resources; and assessing validity of resource materials.	
Materials are well designed and take into account effective lesson structure and pacing.	
<i>Statements of appraisal and supporting evidence:</i>	
Each unit begins with a <i>Planning the Unit</i> . Instructional sequence, vocabulary, Bloom's taxonomy cognitive domains, CCSS Standards alignments, instructional outcomes, and assessment objectives are all embedded within the unit planning. A <i>Suggested Pacing</i> found in the <i>Teacher Edition</i> notes recommended pacing per each activity; however, each step or task does not note a suggested time frame. Margins provide students with occasional contextual clues, along with space for personal commentary. <i>Teacher Edition</i> margins also give teacher's supports, suggestions, and reflective points for class discussions. The supports, however, do not necessarily reflect the elements of reteaching, alternative appraisals of demonstrating the skill, or for students below grade-level standards.	
Materials support teacher planning, learning, and understanding of the standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The <i>Planning the Unit</i> begins at each unit. The <i>Teacher Edition</i> provides limited pre-planning and preparation for the unit. The <i>Student Edition</i> gives wider scope and sequence within certain unit introductions. Standards are deconstructed, particularly within the <i>Student Edition</i> in text-dependent questions and collaborative activities. However, the <i>Teacher Edition</i> provides limited support for students who are below grade-level or did not meet the standard objective.	
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.	
<i>Statements of appraisal and supporting evidence:</i>	
The resources and tools for assessment, <i>Embedded Assessment</i> , are provided at the mid checkpoint and at the end of the unit. The scoring criteria on the included rubric are CCSS aligned and measure the <i>learning targets</i> . While these are provided, guidance on data tracking is minimal. The online resource offers <i>Progress Reports</i> , which provide students and their families minimal information on student overall progress and include technical language not suited for student and family audiences.	
Materials support effective use of technology to enhance student learning.	
<i>Statements of appraisal and supporting evidence:</i>	
When planning an activity or writing an assignment, the use of technological resources is inferred. For example, instructions for drafting an argumentative essay require evaluating and citing sources. The instructions infer that students know how to utilize effective multimedia sources. While inferring to incorporate technology are found throughout the <i>Teacher Edition</i> , materials and suggestions in the <i>Teacher Edition</i> recommend to use multimedia to enhance presentations and retrieve primary and secondary sources needed to support a claim.	
Materials can be easily customized for individual learners.	
<i>Statements of appraisal and supporting evidence:</i>	
<i>Leveled Differentiated Instruction</i> provides instruction for language learners, but students who learn multi-modally, i.e. tactile and kinesthetic, are limited in offerings. The <i>Teacher Edition</i> offers limited opportunities or suggestions for reteaching or strengthening skills for students below grade-level standards.	
Materials give all students extensive opportunities and support to explore key concepts.	
<i>Statements of appraisal and supporting evidence:</i>	
Materials provide ample opportunities to explore key concepts in the reading and writing tasks. Many tasks require peer to peer collaboration to ensure students practice the four modes of language to acquire content and/or skills. More opportunities presented are geared for students extending beyond learning but not to support conceptual development with students who have not met grade-level standards.	
Materials take into account cultural perspectives.	

*Statements of appraisal and supporting evidence:*

The materials provided take cultural perspectives into account. Students read and analyze texts written by diverse authors such as Nikki Giovanni, Nelson Mandela, William Shakespeare, Malala Yousafzai, Anthony Vigil, Langston Hughes, and Sojourner Truth. While some of the texts describe personal or societal issues of the time period, understanding of culture, language, traditions, values, and customs represented is limited.

Materials include a culturally responsive lens.

*Statements of appraisal and supporting evidence:*

Cultural pedagogy is not evident throughout and does not maintain consistency with diverse perspectives and literary selections. Texts written by diverse authors do not represent cultural backgrounds, instead supplementing literary concepts in relation to current issues such as selling junk food in school vending machines.

**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 #: 64

*Background and experience:*

Reviewer is a Level III teacher endorsed in Language arts, social studies, and TESOL with 13 years teaching experience at the middle school level. Core subjects taught include 6th grade English language arts, 7th grade English language Arts, 6th grade social studies, and 7th grade social studies. Currently, Reviewer 64 is the Content Specialist for the district. Reviewer holds a National Board Certification in English Language Arts/Early Adolescence, and earned a Master's from New Mexico State University in Curriculum and Instruction.

*Professional summary of material:*

*SpringBoard English Language Arts, Grade 7* is an extensive reading to write curriculum composed of four units. In each unit, students read literature, read informational texts, read to gather research, read poetry, and read plays. While reading, students close read and annotate the text to learn the author's craft and purpose. Students practice analytical and critical thinking skills when addressing text-dependent questions. Students also highlight writing skills particular to the writing task at the end of each unit. To conclude each unit, students generate a writing task (Embedded Assessment) and apply the skills learned and analyzed throughout the unit. To acquire language, activities promote whole class and small group discourse underscoring tier II and tier III vocabulary. Features of the *Teacher Edition* include recommendations to support English learners and diverse learners. The standards addressed and assessed throughout the unit are noted in the planning pages as well as at the beginning of each activity. Other features include scaffolding of text-dependent questions, which provides additional questions to ensure that students are able to address the purpose for reading. Supplemental materials included with *SpringBoard* include the *SpringBoard Language Workshop, Grade 7*, which emphasizes language development and practices the use of language. In all, *SpringBoard English Language Arts, Grade 7* is recursive and students practice reading to write multiple times. This ensures that writing skills are learned and developed.

Reviewer #: 65

*Background and experience:*

Reviewer 65 is a Level III special education teacher with a master's degree in special education. Currently reviewer 65 teaches self-contained English Language Arts and Social Studies at the middle school level. The reviewer has 13 years teaching experience, eleven years in self-contained and two years in a fifth grade setting.

*Professional summary of material:*

*SpringBoard English Language Arts, Grade 7* is an extensive reading and writing curriculum for students who are at grade level and beyond. Common Core Standards are included in the Teacher Edition for each activity. Each unit contains Previewing the Unit, which includes Learning Targets, Making Connections, Essential Questions, and Vocabulary. The texts are rigorous as are many of the questions at the end of each section. Peers have chances to collaborate throughout the material. While the texts are written from a variety of authors and encompass various subjects, including an extensive section about Nelson Mandela and a small section which may appeal to many teens on why companies target marketing towards teens, the texts lack selections about students who overcame disabilities. A lined column for notes is provided on each page of the texts for students to take their own notes; however, specific questions are not included in the columns to guide students who are working below grade-level. This is aligned to CCSS, AP, and SAT and is helpful for those who are college bound.

Reviewer #: 66

*Background and experience:*

Reviewer 66 is a level II teacher with 7 years experience. All 7 years experience occurred at the middle school level. Reviewer 66 has worked with students ranging from Special Education to Gifted students. Currently, Reviewer 66 is a team leader within the Language Arts Department, and acquired a Master's Degree from University of New Mexico in Language, Literacy, and Socioliteracy.

*Professional summary of material:*

*SpringBoard English Language Arts, Grade 7* sets a comprehensive design for students to fluidly generate ideas, expand knowledge and skills and perform multiple writing tasks. Within the framework of the material, *SpringBoard English Language Arts, Grade 7* tasks students to think critically and activate prior knowledge, particularly at the beginning of an activity. There are varied amounts of literature: poems, drama, opinion pieces, and occasional graphics. The book highlights text-based evidence and research, propelling students to utilize multiple types of tools. Embedded assessments provide step-by-step instructions to gaining and reviewing knowledge through the whole standard. *SpringBoard English Language Arts, Grade 7* lacks specific cultural examples for regions or groups, along with full supports for struggling and or special education students. Furthermore, *SpringBoard English Language Arts, Grade 7* gives teachers limited options for reteaching, strengthening, and alternative demonstrations of assessments for students who are below grade-level or did not meet standards. Students are not given an opportunity to showcase culture, nor are they exposed to any stories with students with disabilities or stories of overcoming obstacles with characters who have exceptionalities.