

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 8 - Student Edition	Publisher	College Board
SE ISBN	9781457313998	TE ISBN	9781457312380
SW ISBN		Grade Level/Content	Grade 8 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

90%

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

74%

Materials take into account cultural perspectives.

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

Materials align with CCSS standards but do not have a wide variety or access to culturally significant texts. Minority students, students with disabilities, and emerging EL Learners have limited to no representation within the text. Materials do not showcase, explain, or highlight cultural traditions, values or points of view to which students can relate. Some of the texts, particularly dealing with conceptual ideas like heroism, perseverance and determination are exceptionally organized and well crafted but do not necessarily have characters that connect to the audience and student population. Informational texts are minimally connected to student population and limit the generational connections needed for interest and development.

Materials include a culturally responsive lens.

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

The text contains a unit on the Holocaust, and a selection on The Greenbelt in Africa, but lacks texts that are relevant to many students regionally. The characters that students read about do not mirror the students of New Mexico. Materials are well organized but do not offer a wide variety of interests. Students who are below grade-level have limited access to the material and complex understanding of concepts, such as hero archetypes. Within the text, there is a lack of representation of Native American, Asian American, characters with disabilities, and concepts that are generationally relevant.

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 ELA standards overall.

Statements of appraisal and supporting evidence:

Students have multiple opportunities to practice the four modes of language - reading, writing, listening, and speaking. Many of the lessons throughout *SpringBoard English Language Arts, Grade 8*, encourage peer feedback and collaboration. 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. Students are able to access texts centered around historical narrative, mythology, 17th and 18 century literature, and informational texts that encourage both student and community growth. Students are given opportunities for answering questions with personal reflections along with textual based evidence. Activities are collaborative, focusing on student voice within reading and reflecting through the texts. The scope and sequence is designated through a complex and rich set of texts, geared toward both personal and reading development.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The writing content meets CCSS standards. Writing tasks include narratives, essays, informational essays, argumentative essays, multimedia campaigns, and recreating a Shakespearean comedy. Students are given opportunities to practice writing effectively through organized writing groups, peer feedback, sentence starters, and synthesizing oral concepts to summaries. Students are given tools such as a writers checklist, outlines, and variable rubrics to demonstrate proficiency within the standards.

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

This section aligns with CCSS speaking and listening standards. Social situations are highlighted throughout the curriculum, encouraging an authentic dialogue among students. Students are provided with opportunities to practice listening skills, and develop personal speaking and listening goals. Students are given self-pacing techniques, along with activities that garner self-evaluation. Students are encouraged to participate authentically, contributing cultural, generational, and community voices.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The content aligns with the CCSS language standards. Students are introduced to narratives, plays, informational vocabulary, along with supporting vocabulary. Language lessons are embedded throughout, including but not limited to, gerunds, verb participles, noun and verb placement, comma usage, ellipses, and citing textual-based evidence. There are limited opportunities to work on skills such as spelling and utilizing tools to source unfamiliar words. Plagiarism was not explicitly taught in the text, rather mentioned, yet cited as an instruction throughout. Students who struggle with limited EL knowledge of academic vocabulary do not have supplemental media and/or pictures to authentically connect to newly acquired vocabulary throughout the texts.

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

92%

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:

Within the embedded framework of each unit, students are given access to materials that have multiple points of view and reflections about the text. *Gaining Perspectives*, *Knowledge Quests*, and *Independent Reading Links* encourage students to further explore topics. Materials encourage personal connections to the skills and newly learned content along with formulating new ideas and connecting to current concepts, for example the power of voting. Students are immersed in understanding, researching, and providing evidence about current societal issues, call to action, and sociopolitical connections throughout the community and world. Texts provide multiple perspectives, enhancing critical thinking, elevating students to collaborate, reflect, and revise.

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 materials are high quality with texts at high levels and support students who are at grade-level and beyond. Skills students practice include citing textual evidence, providing commentary, etc. For example, the questions ask throughout the textbook in *Returning to the Text* and *Working from the Text* call for students to provide textual evidence to support their answers. Students are encouraged to make personal connections about topics and think about what someone might know or ask through activities found on *Knowledge Quests* and *Gaining Perspectives*.

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

Statements of appraisal and supporting evidence:

There are limited supports and guidance for English language learners, students below grade-level, or students struggling to acquire the skill. Supports are noted in the *Teacher Edition* under *Supporting English Language Learners* and *Leveled Differentiated Instruction*. The text and glossary lack supports such as pictures and images, as supplements for EL and below average learners. Students are given opportunities to source connotative and denotative definitions but are not explicitly taught the skills of sourcing correct meanings.

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

86%

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

Statements of appraisal and supporting evidence:

Materials are aligned with the standards that all students should study to be college and career ready. Students are given independent, partner and group tasks that encourage text reflection, feedback, and generating opinions. Synthesis, both within the textual outlines and research projects, give students chances to collaborate within a group, distinguish roles and present authentic learning products. Conducting research utilizes multimedia avenues aside from the book. Students are asked to work effectively, practice active listening, and debate topics that impact self, community, and the world.

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

Statements of appraisal and supporting evidence:

The structure of the *Teacher Edition* begins with a *Planning the Unit*, which consists of an overview of the unit. The planning unit provides an instructional sequence, highlights key vocabulary, alignment to college and career readiness, instructional outcomes, and assessment objectives. Within the *Teacher Edition*, step-by-step suggestions on how to deliver instruction are noted in the margins. These include incorporating group collaboration, conducting whole class discussions, *Assessing*, and *Adapting* instruction as needed. The supports, however, do not provide guidance for re-teaching if a student is not able to master the skill.

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

Statements of appraisal and supporting evidence:

Each unit opens with *Planning the Unit*, which includes AP Connections and SAT Connections as well as *Vocabulary Terms with Spanish Cognates* and a suggested pacing guide. The text dependent questions, *Returning to the Text*, *Working from the Text*, are standards aligned and skills practiced are recursive. The standards covered are listed throughout the text. The depth of the questions become complex as students progress. However, there is minimal differentiation for students who are below grade-level, relearning a skill, and support for teachers who need to develop alternative options for understanding for students below grade-level.

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

Statements of appraisal and supporting evidence:

Each unit contains two *Embedded Assessments* - one at the midpoint and one at the end of the unit. Each *Embedded Assessment* includes a scoring guideline, outlining the essential skills of the CCSS, and students are encouraged to generate group checklists to ensure they have included the skill learned. The *Scoring Guides* evaluate student work, but do not provide instruction for students who do not meet "exemplary." *SpringBoard English Language Arts, Grade 8* offers *Progress Reports* that are retrieved via online but the information of mastery is minimal.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Materials align and support development of 21st century skills and standards. Materials present students with a globally cognizant point of view, asking students to reflect the ongoing changes within self and community to texts. Students are asked to practice citation and avoid plagiarism; however, plagiarism and citation are not explicitly taught in a lesson, rather mentioned. Students are asked to determine bias within an article, instead, supplementing through research to find alternative sources through the Web and media. Students are exposed to other forms of technology such as referencing newspaper articles, magazines, and/or radio transcripts. When given an opportunity, materials align with generational topics, giving students a chance to provide meaningful feedback and voice opinions.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials can be easily customized for students who are at grade-level and beyond; however, a great deal of work needs to be completed on the teacher's part to assist struggling learners. The *Teacher Edition* provides *Teacher to Teacher* tips and limited *Leveled Differentiated Instruction*. The *Teacher Edition*, along with aspects in the *Student Edition* readily infer directions or assume that students understand the context or instructions given. Many elements can be easily confusing without an extensive understanding or application of inferential data.

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

Statements of appraisal and supporting evidence:

The materials included in *SpringBoard English Language Arts, Grade 8* garner student engagement through real-life situations. These include exploring topics that encourage fighting for marginalized voices such as women, migrant workers, etc. Materials pose student action rather than just student reflection. The overall message is for community involvement for the betterment of humanity. While differentiation is embedded throughout the text, there are limited opportunities for both teachers and students to relearn/reteach key concepts.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials align with CCSS standards but do not have a wide variety or access to culturally significant texts. Minority students, students with disabilities, and emerging EL Learners have limited to no representation within the text. Materials do not showcase, explain, or highlight cultural traditions, values or points of view to which students can relate. Some of the texts, particularly dealing with conceptual ideas like heroism, perseverance and determination are exceptionally organized and well crafted but do not necessarily have characters that connect to the audience and student population. Informational texts are minimally connected to student population and limit the generational connections needed for interest and development.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The text contains a unit on the Holocaust, and a selection on The Greenbelt in Africa, but lacks texts that are relevant to many students regionally. The characters that students read about do not mirror the students of New Mexico. Materials are well organized but do not offer a wide variety of interests. Students who are below grade-level have limited access to the material and complex understanding of concepts, such as hero archetypes. Within the text, there is a lack of representation of Native American, Asian American, characters with disabilities, and concepts that are generationally relevant.

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 8 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, *Gaining Perspectives*, and on the *Knowledge Quests*. 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 provide 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 8*. The *SpringBoard Language Workshop, Grade 8* emphasizes language development and practice the use of language. In all, *SpringBoard English Language Arts, Grade 8* 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 8 is an extensive reading and writing curriculum for students who are at grade level and beyond; however, it lacks support for students who are struggling or below grade-level. Inferences must be made in both the *Teacher Edition* and the *Student Edition*. An example of this is citations. Students are told to cite their sources in order to avoid plagiarism, but are not instructed on how to cite. Furthermore, if a student is struggling, there is little direction for a teacher to re-teach a concept or a student to relearn the concept in a different way. While the texts are written from a variety of authors and encompass various subjects, including an extensive section about the Holocaust, the texts lack selections about students who overcame disabilities or students who are culturally diverse. In summary, this is aligned to CCSS, AP, and SAT and is beneficial for those who are college-bound.

Reviewer #: 66

Background and experience:

Reviewer 66 is a level II instructor 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 Social Literacy.

Professional summary of material:

SpringBoard English Language Arts, Grade 8 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 8* 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. Vocabulary, leveled questions, and connection to real-world examples. The book highlights text-based evidence and research, propelling students to utilize multiple forms of tools. Embedded assessments provide step-by-step instructions to gaining and reviewing knowledge through the whole standard. Aside from following the standards, *SpringBoard English Language Arts, Grade 8* lacks specific cultural examples for regions or groups, along with full supports for struggling and or special education students.