

2021 Instructional Material Summer Review Institute

Review Team Appraisal of Title

K-8 World Languages

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	Encuentros 1A	Publisher	Vista Higher Learning
SE ISBN	9781543334937	TE ISBN	9781543334982
SW ISBN	9781543335033	Grade Level/Content	Grade 7 World Languages: Spanish

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

94%

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

91%

Materials take into account cultural perspectives.

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

Cultural perspectives are evidenced in lessons on cultures, language, traditions, and customs of the people being studied and the diversity within the Spanish-speaking populations around the world. Students can make connections with their own real-life experiences.

Materials include a culturally responsive lens.

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

The reviewers found the materials include a culturally responsive lens by providing students opportunities to research and explain diversity within the Spanish-speaking world. Furthermore, students have opportunities to reflect on their own lives and societies.

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

Average Score

94%

Materials align with World-Readiness standards overall.

Statements of appraisal and supporting evidence:

The reviewers found that the materials mostly meet the World-Readiness standards overall. The materials provide opportunities for students to practice the language in real world situations within their communities. While students had opportunities to engage within their communities, there is limited evidence of students being able to interact and collaborate in a globalized world.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The reviewers found that the materials meet the communication standards as evidenced by the interpersonal, interpretive, and presentational communication activities, allowing students to participate in pair-share and small group activities. Students also have opportunities to practice speaking Spanish, inferring information from written texts, and expressing themselves in a culturally-appropriate manner in a variety of situations.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The reviewers found that the materials align with cultures standards. Each unit presents opportunities for students to explore the many cultures of the Spanish-speaking countries and regions of the world. Through photos, images, videos, and activities, students can build and expand their cultural knowledge.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The reviewers found the materials align with connections standards, as evidenced by the activities that require students to build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve real-life problems creatively. Students have access to evaluate information and diverse perspectives through the language and cultures represented in the units.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

The reviewers found the materials align with comparisons standards, as evidenced by the opportunities to reflect on the nature of language through comparisons between Spanish and their own language. Students also have opportunities to investigate, explain and reflect on the concept of cultures by comparing their own culture to other cultures.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The reviewers found that the materials align with communities standards. Students have opportunities to become proficient in Spanish as they learn to expand knowledge of other disciplines, develop an understanding of other cultures, see how languages work, and build an understanding of the relationship between language and culture. Students also have opportunities to build their use of Spanish for personal enjoyment, enrichment and employability.

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

Average Score

93%

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 reviewers found that the instructional materials provide a range of high-quality texts that provide useful information and are worthy of students' time and attention. Such evidence can be found in postcards, dialogues, and texts about cultures. In one lesson, students are encouraged to bring in catalogs/ads from stores to use during the unit.

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 reviewers found that the questions in the materials are high-quality text-dependent and text-specific that draw students' attention to the particulars in the text. These can be found, for example, in the texts/lessons about culture or studying a map and answering questions in the subsequent activities/discussions.

Materials provide scaffolding and supports to enable students' learning of world languages.

Statements of appraisal and supporting evidence:

The materials provide scaffolding and supports to enable students' learning of world languages, as can be evidenced in the activities throughout the lessons and units that become increasingly complex. They do so in order to assist students in developing their proficiency skills step-by-step.

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

93%

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:

The reviewers found that the instructional materials are coherent and consistent with the standards that all students should study in order to be college and career ready. This can be evidenced in the multiple reading, writing, speaking, and listening activities throughout each lesson and unit and which help students develop their interpersonal, interpretive, and presentational skills, all of which are necessary to be college and career ready. Connections between contents and with students' real-life experiences are made when appropriate.

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

Statements of appraisal and supporting evidence:

The reviewers found that the materials are well designed and reference learning progressions throughout the unit. The design of the assignments are intentional and sequenced. The structure of the units allow for scaffolding, spiraling and expansion of skills.

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

Statements of appraisal and supporting evidence:

The reviewers found that the materials provide effective planning and implementation of the lessons with suggestions for differentiated instruction. Teachers are provided with teaching suggestions that facilitate understanding of and connections to the standards.

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 teachers with resources and tools to collect ongoing data about student progress on the standards. There are imbedded formative and summative assessments, such as questions and presentations. However, the rubrics do not allow for differentiation, remediation or acceleration. The reviewers found the materials to be limited in their approach to assessment.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The printed SE and TE have activities that integrate opportunities for digital learning, by indicating there are additional resources online. In addition, some activities include students listening to an audio and responding or viewing a video and writing responses to prompts. Most of the digital material components are "under construction" and therefore were difficult to review, resulting in partially meeting the expectation of the criteria for technology.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The reviewers found the materials can be easily customized for individual learners, using the differentiated instructions suggestions included in each lesson.

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

Statements of appraisal and supporting evidence:

The reviewers found the materials give all students opportunities and support to explore key concepts. Project-based learning is included and several activities provide opportunities for students to research and present or share information.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Cultural perspectives are evidenced in lessons on cultures, language, traditions, and customs of the people being studied and the diversity within the Spanish-speaking populations around the world. Students can make connections with their own real-life experiences.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The reviewers found the materials include a culturally responsive lens by providing students opportunities to research and explain diversity within the Spanish-speaking world. Furthermore, students have opportunities to reflect on their own lives and societies.

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 #: 112

Background and experience:

I have an MA in curriculum and instruction along with a BS in Elementary Education from NMSU (Las Cruces). I hold a level III teaching license with endorsements in TESOL, Bilingual Education, and Modern and Classical Language. I have taught in the classroom for 21 years, which includes 13 years in a dual language environment 2-6 and 7 years as a Spanish language teacher at the middle and high schools in a rural district. I have participated in textbook adoptions in 2 districts. I have participated in state review of adoption materials 2 consecutive years.

Professional summary of material:

I found the layout of the material to contain lots of information that was worthy of students' attention. The concepts and texts required students to engage in critical thinking and creative application in the unit projects. I found that the cultural perspectives that were presented were very informative and contain a wealth of knowledge that would spark a student's interest and allow them to engage with the content and themes and make reflections on their own experiences. The layout of the lessons was very teacher-friendly and accessible throughout the duration of the units. The one limiting factor was that I was unable to access the digital platforms.

Reviewer #: 113

Background and experience:

I have a Ph.D. in Spanish Linguistics with more than 40 years of experience of teaching Spanish as a first, second or heritage language to all age groups. I have taught AP Spanish Language and Culture and Social Studies to high school students in New Mexico. I grew up as a Spanish/English bilingual, and I have my degrees from three different countries.

Professional summary of material:

In my professional opinion, *Encuentros IA* is a thoughtfully designed and constructed textbook. The organization of each unit allows students and teachers to easily find a component or activity. Even though the entire digital platform is not yet available, the video samples provided to the reviewers was enough to gauge them as high-quality materials. All skills are addressed.

Reviewer #: 114

Background and experience:

I hold my Master's degree in Latin American Literature from the University of New Mexico. In addition, I completed my BA in Spanish and International Studies from Pepperdine University as well as completed my BA in Education from the University of New Mexico. I have been teaching Spanish for 19 years and have taught at the middle, high school, and university levels. I have experience teaching Spanish 1, 2, 3, and AP, which I have taught now for two years. I have participated in textbook adoptions and curriculum writing and revision with my previous school district and have attended several AP seminars.

Professional summary of material:

I enjoyed the format of this instructional material and the range of activities and materials it provided. The *Desafíos* are creative and engaging and consistent throughout. The cultural lessons were informative and provided students with opportunities to reflect on and explain them while making connections to their own real-life experiences and societies. I would have liked to have access to the materials online, as they are still being developed. Overall, this instructional material does a good job of providing rich and meaningful lessons to students that are also easy for teachers to plan and implement.