

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/>

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|------------|---------------|---------------------|----------------------------------|
| Text Title | Encuentros 1B | Publisher | Vista Higher Learning |
| SE ISBN | 9781543334944 | TE ISBN | 9781543334999 |
| SW ISBN | 9781543335040 | Grade Level/Content | Grade 8 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

96%

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

86%

Materials take into account cultural perspectives.

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

The instructional materials take into account a multitude of cultural perspectives as evidenced by the variety of topics, such as the gaucho, Las pampas, la música tejana, a female futbolista, and the person wearing a hijab.

Materials include a culturally responsive lens.

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

While the materials mostly meet the culturally responsive lens by including images that depict people and real-life situations to reflect the diversity, the "Hangman" activity and its image were extremely offensive and insensitive to current culture. This activity is limiting to the development of an inclusive, non-stereotypical, and unbiased environment.

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

Average Score

98%

Materials align with World-Readiness standards overall.

Statements of appraisal and supporting evidence:

The reviewers found that the materials provide opportunities for students to develop their world-readiness skills through a variety of activities that require them to read, write, speak, and listen in the language studied.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The instructional materials offer activities for interpretive, interpersonal, and presentational skill building. Learners are not only required to engage with the text but also with their peers, community, and the globalized world.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The cultural standards are met in the instructional materials through activities that bring awareness to students about the diversity of cultures in the studied Spanish-speaking countries and their own.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The reviewers found that the instructional materials provide a diverse offering of content that includes science, social studies, math, etc. These activities provide questioning and discussion for connecting to their lives and the language content.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

The instructional materials align with comparisons standards through multiple opportunities provided to students to engage in critical reflection to understand how languages and cultures are intertwined.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The reviewers found that students are introduced to a variety of cultural communities, such as the indigenous ethnic groups and the gauchos of the Spanish-speaking world, as well as cosmopolitan, urban communities.

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

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 reviewers found that the instructional materials provide high-quality text but are limited in the differentiation of genres. There are no speeches, essays, or editorial/newspaper articles found throughout the entirety of the curriculum.

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 material are high-quality text-dependent and text-specific. The questions require students to engage with the text and pay particular attention to specifics within.

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

Statements of appraisal and supporting evidence:

The reviewers found that there are an array of activities and tasks that provide scaffolding and supports to students for their language acquisition. The diverse visual aids offer culturally relevant content, ensuring students are able to make deeper connections and progressions.

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

90%

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 team found that the materials maintain a coherent and consistent focus on the standards throughout the entirety, ensuring that students will be college and career ready. The standards are integrated within listening, speaking, reading, and writing tasks.

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

Statements of appraisal and supporting evidence:

The design of the materials takes into account effective lesson structure and pacing. Instructional strategies for discourse and differentiated instruction are included to facilitate the implementation of content standards within the target language.

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

Statements of appraisal and supporting evidence:

The materials support teacher planning, learning, and understanding of the standards by the inclusion of structured teaching suggestions. Each unit begins with essential questions and objectives, plus a visual to guide the unit theme. Each unit also ends with a review and project-based learning to encapsulate the unit content.

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

Statements of appraisal and supporting evidence:

The materials offer opportunities to teachers for formative and summative assessments throughout each lesson that are standards-focused. Through the Autoevaluación, students can assess their progress toward the unit's goals.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

An outline for exciting and engaging components using technology are in place on the digital platform. The reviewers were unable, however, to access the digital platform because it is under construction.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Throughout each lesson, the materials provide for easily customized lessons through the differentiated instruction strategies and teaching suggestions.

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

Statements of appraisal and supporting evidence:

The team found that the materials provide all students with opportunities and support to explore key concepts within each lesson/unit. The students are able to explore concepts within science, math, social studies, etc., while learning the language and acknowledging the home language and culture. The differentiated instruction strategies and teaching suggestions ensure that the needs of all student populations are being addressed.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The instructional materials take into account a multitude of cultural perspectives as evidenced by the variety of topics, such as the gaucho, Las pampas, la música tejana, a female futbolista, and the person wearing a hijab.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

While the materials mostly meet the culturally responsive lens by including images that depict people and real-life situations to reflect the diversity, the "Hangman" activity and its image were extremely offensive and insensitive to current culture. This activity is limiting to the development of an inclusive, non-stereotypical, and unbiased environment.

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. 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 this material to be of a very natural flowing design. The activities are, for the most part, very engaging. There is a multitude of concepts that allow students to navigate the content while ensuring that they are learning the language. The teacher's edition provides an array of teaching strategies for new and experienced teachers for effective lesson planning and implementation. While there are some formative and summative assessments, an assessment bank (whether online or print) would be beneficial to fully assess students. The graphic on pg. 145 that depicts a "person who is being hung", along with the game of hangman, is offensive; therefore, I cannot fully recommend this material as being culturally responsive.

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:

Encuentros 1B are primarily high-quality materials. The variety of teaching strategies, which include differentiated instruction, allow teachers to address the needs of all student populations in our New Mexico classrooms. This title has print and digital materials available. The inclusive content allows for exploration of many themes in an interdisciplinary fashion. Although this title treats diversity and inclusion well, it contains one game and one image that is offensive enough to not recommend it as culturally responsive.

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 found that the materials were well-structured and paced so as to provide support to both teachers and students in the language and cultural learning. The activities could be customized to assist learners at all levels, including those with learning disabilities as well as heritage learners. The images were colorful and had a good balance of both illustrations and real-life images with text/speech bubbles to support student learning. The cultural lessons were meaningful and engaging and provided student-centered activities/projects to enhance and reinforce the material. The rubrics and scoring guides are helpful, but can only be found online, which is problematic for those who do not have access to technology. The area lacking was on the digital platform due to some of it still being under construction. Lastly, the image of a man along with the hangman activity on pg. 145 was offensive and not culturally responsive. That one image took away so much from otherwise quality language-learning content.