

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	Senderos 1B	Publisher	Vista Higher Learning
SE ISBN	9781680056297	TE ISBN	9781680056310
SW ISBN	9781680058826	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

64%

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

63%

Materials take into account cultural perspectives.

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

The reviewers found that these materials offer a limited variety and depth of different cultural perspectives reflecting on diversity, as evidenced in the printed and online materials. The materials include few perspectives of Asian and Native American populations.

Materials include a culturally responsive lens.

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

The reviewers found that materials provide limited opportunities to address different cultures. The materials offer students limited opportunities to connect with their culture and their personal experiences in a meaningful way. The material mentions some Spanish speaking countries, but there are limited activities and opportunities for student's own experiences and reflections.

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

Average Score

60%

Materials align with World-Readiness standards overall.

Statements of appraisal and supporting evidence:

The materials partially meet the World-Readiness standards, as they minimally cover the Word-Readiness standards. Publisher units and lessons provide the "5" goal areas; however, the goals do not go beyond the instructional setting. The activities apply the "5" goal areas but do not build understanding as measured by the standards.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The materials meet the communication standards as learners are provided opportunities to interact through discussions and negotiate meaning by sharing information, reactions, feelings, and opinions. Learners are tasked with writing summaries in their own words to understand, interpret, and analyze what is heard and read. The variety of writing topics are limited to sports and daily life activities. Learners have opportunities to share and present information to the class to inform, explain, persuade, and narrate on specific topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The materials partially meet the cultures standards as learners are provided opportunities to use the language to investigate and reflect on the relationship between the products and perspectives of the cultures studied. However, the cultural products are not immediately evident in the activities and the curriculum relies heavily on teachers developing these activities.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The materials partially meet the connections standards as the materials provide few activities that develop critical thinking and creative problem solving. While learners are provided opportunities to research an area of Mexico, Canada, or the US, cultural comparisons are limited.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

The materials partially meet the comparison standards as learners use language to investigate, explain, and reflect on the nature of language through comparison of the language studied and their own. However, the activities do not dive deep into comparison and focus most heavily on students' opinions and own experience with their own language.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The materials do not meet the communities standards as the activities do not require the learners to use the language in their communities or beyond in the globalized world.

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

76%

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:

Reviewers found that there is a selection and range of quality texts worthy of students' time and attention that provides useful information, authentic literature, and informational texts either in part or whole from a variety of cultures. However, there is minimal evidence of texts that promote respect for all.

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:

Reviewers found that the majority of the questions are text-specific and draw student attention to the details in the text, including text-dependent questions. There are multiple opportunities for literal comprehension accompanied by evidence from the text.

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

Statements of appraisal and supporting evidence:

Reviewers found that the materials provide limited support of students' learning of world languages through scaffolding of opportunities for authentic and active listening, speaking, reading and writing. Very few scaffolds and supports are provided.

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

71%

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:

Reviewers found it difficult to locate where materials meet the standards in specific goal areas such as interacting with cultural competence and understanding, connecting with other disciplines, and acquiring information and diverse perspectives to use in academic and career-related situations and developing an insight with cultural competence.

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

Statements of appraisal and supporting evidence:

Materials provide overall lesson structure and pacing. However, the lesson planners do not provide clear guidance on aspects such as learning progressions or what students should know and be able to do at the end of each lesson.

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

Statements of appraisal and supporting evidence:

Materials provide limited support for teachers in planning, learning, and understanding of the standards. The materials do not have clear guided units or lesson planners that provide clearly identified teaching strategies for teacher planning.

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

Statements of appraisal and supporting evidence:

Materials are limited in resources to measure progress on the standards. Teachers are tasked with collecting ongoing data without guidance from the curriculum. Students have few opportunities to track their own progress and collect data.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The reviewers found the materials offered online despite limited access. The online resources involve teachers developing the material and unpacking it for the students. There are limited connections between the print material and the online material.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Materials are not easily customized for individual learners. Most of the responsibilities to develop the activities rely on the teacher and do not promote independence. Accommodations and modifications are limited. The online resources rely on the teacher's delivery and remediations are not included.

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

Statements of appraisal and supporting evidence:

The reviewers found these materials provide students a limited variety of opportunities to explore understanding of key concepts. The discussions, assessments, tasks, and essential questions have limited context of each reading selection. There is limited variety and few chances to extend connections between texts. There are limited opportunities to engage in critical thinking and problem solving.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The reviewers found that these materials offer a limited variety and depth of different cultural perspectives reflecting on diversity, as evidenced in the printed and online materials. The materials include few perspectives of Asian and Native American populations.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The reviewers found that materials provide limited opportunities to address different cultures. The materials offer students limited opportunities to connect with their culture and their personal experiences in a meaningful way. The material mentions some Spanish speaking countries, but there are limited activities and opportunities for student's own experiences and reflections.

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 #: 115

Background and experience:

I am a level II licensed teacher working on National Board Certification and am Tesol, Modern and Classical Languages, and Bilingual Education Endorsed. I have two bachelor's degrees and Curriculum and Instruction Master's Degree coursework at NMSU focused on Dual Language Instruction. My experience as an educator has been in public and private schools in the US and universities overseas. I have taught Spanish courses at Doña Ana Community College and have experience as translator. I am a Community Teacher for Spanish classes.

Professional summary of material:

Vista Higher Learning "Senderos 1B" provides limited opportunities for students to work through the standards. Connections with students' community are limited and always rely on the teacher to be developed and unpacked. There are limited opportunities to establish deep conversations. The materials are not inclusive. Several populations are disregarded, such as students with disabilities. The Student Workbook is a good resource but it is not addressed in the teacher edition and there is limited connection between the online and print resources.

Reviewer #: 116

Background and experience:

My educational experience is 22 years in one district. I have worked in grades 2nd, 3rd, 4th, 5th, and 6th and hold a Level III license. My teaching certifications are in the areas of ELEM: K-8; Bilingual Education, Health, Information Tech Coordinator, Language Arts, Modern Classical Languages, Social Studies, and ADM PK-12.

Professional summary of material:

The materials provide limited opportunities to use the scope and sequence and the 5 goal areas are minimally addressed. The textbook is hard to follow. The goals and objectives for the lessons are not specifically labeled as goals and objectives and are difficult to find. Guiding questions are missing in lessons. The textbook font is very small and difficult to view for daily use. The online resources seem to be a positive addition to the curriculum; however, instructions on how to use, find, and access resources is not available.

Reviewer #: 117

Background and experience:

I am a NM certified educator with 12 years of experience. I hold level two licenses, K-8th and Pk-12 Specialty with endorsements in Bilingual, Modern, Classical and Native Language, Information Tech, Visual Arts and Performing Arts. This is my second year as a High Quality Instructional Materials Reviewer. My experience as an educator has been in public, private, and charter schools and I am also experienced in project based learning.

Professional summary of material:

Vista Higher Learning, Senderos 1B provides a student edition, student workbook and a teacher edition with embedded opportunities for digital and online instruction, assessment and practice. These instructional materials rely heavily on teachers' expertise for creation of differentiated instruction and projects for global connections both within and out of the classroom. The materials lack in providing enough activities relating cultural practices and products to perspectives with comparisons of the cultures studied and their own. Activities specific to standards, connections, cultural practices and product comparisons are not readily found or difficult to locate. Additionally, It is difficult to locate specific materials, tools, and activities and the materials not provide detailed guidance within each unit. The student workbook is a great resource, but the teacher's edition does not provide clear guidance within each unit or lesson planner on how to use it.