

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	iListos! Descubre el español A	Publisher	Vista Higher Learning
SE ISBN	9781543316353	TE ISBN	9781543316414
SW ISBN	9781543316476	Grade Level/Content	Grade K 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

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

94%

Materials take into account cultural perspectives.

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

Reviewers found that the materials take into account cultural perspective in a respectful way. Students are given the opportunity to reflect on their own culture and perspectives as well as the cultures and perspectives of the language being studied. While there were many opportunities for students to engage with cultural perspectives in the activities, reviewers found that materials had limited representation of diverse cultural perspectives in the illustrations and photographic images.

Materials include a culturally responsive lens.

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

Reviewers found that materials include a culturally responsive lens as evidenced by activities where students reflect on their community as well as those of the language being learned. Students interact with multiple perspectives of the cultures and content they are learning.

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

Average Score

87%

Materials align with World-Readiness standards overall.

Statements of appraisal and supporting evidence:

The reviewers found that the materials align with World-Readiness standards overall as evidenced by the activities in the student edition and the multiple opportunities for students to apply their knowledge of the standards.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The reviewers found that the digital and student edition textbook provide opportunities for interpersonal, interpretive, and presentational communication. Activities provide opportunities for students to read, write, speak and listen. For example, the unit closure activities include students presenting projects.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The reviewers found that the materials provide opportunities for learners to investigate, reflect on, or explain a variety of cultural perspectives, such as the Taino woman and the granjas en España.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The reviewers found that materials align with connection standards and allow learners to build, reinforce, and expand their knowledge of other disciplines while using the language. Science is connected through the weather in the southern and northern hemispheres, and the math connection is done through sequential counting of target vocabulary items.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

Multiple opportunities are given to allow learners to investigate, explain, and reflect on the similarities and differences between the two languages and cultures. Activities are provided for students to compare their language with vocabulary focusing on community as communicated in another language. Cognates between Spanish and English are addressed.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

Materials align with communities standards as evidenced by different illustrations, photos, and experiences pertinent to languages and cultures being studied within the different communities. There are examples of villages, cities, states, and countries within the Spanish-speaking 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

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:

The reviewers found that the materials provide a wide range of high quality texts that engage students and provide opportunities for interpretive, interpersonal, and communicational skills. There are a variety of activities that require students' engagement in reading, writing, listening and speaking.

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 within the material solicit higher level thinking and require learners to make inferences, along with drawing attention to particulars in the text. In one instance, students have to prepare a recipe by interpreting the information from the visuals provided.

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

Statements of appraisal and supporting evidence:

The reviewers found that the material provide multiple opportunities for scaffolding and supports for students to engage with new vocabulary. The students are presented new vocabulary, are able to activate prior knowledge, and then see the new vocabulary in a different context and apply it in a problem-solving task.

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

97%

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 that the materials are coherent and consistent as evidenced by multiple activities and assessments that ensure all students are successful. Material builds upon students' prior knowledge and expands by requiring students to perform activities that require engagement of critical thinking skills.

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

Statements of appraisal and supporting evidence:

Reviewers found that the pacing and progression of the materials is clear, intentional, and consistent. The materials provide effective lesson structures. All units begin with chapter openers, stated learning objectives, colorful and culturally-appropriate visuals, and guiding questions, which allow for appropriate pacing of the lesson.

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

Statements of appraisal and supporting evidence:

Reviewers found that teacher materials provide instructional strategies that support teacher planning and help to guide students' academic development. The materials allow for flexibility within the different levels of learning as evidenced by differentiated instruction within each lesson.

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

Statements of appraisal and supporting evidence:

Reviewers found that teacher materials provide opportunities for summative and formative assessments, with limited rubrics found only on the digital platform.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Reviewers found that the applications of technology are innovative and creative. The activities, lessons, and library enhance student learning by providing students opportunities to engage in different types of activities.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Reviewers found that the materials provide ample opportunities for differentiation for diverse learners to ensure that all are successful. Activities provided can be customized to address the needs of diverse learners to include advanced/challenged/benchmark learners, along with heritage speakers.

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

Statements of appraisal and supporting evidence:

Reviewers found that the materials ensure learners are provided with a wide range of opportunities to explore concepts that require them to engage in critical thinking skills and effective problem solving.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Reviewers found that the materials take into account cultural perspective in a respectful way. Students are given the opportunity to reflect on their own culture and perspectives as well as the cultures and perspectives of the language being studied. While there were many opportunities for students to engage with cultural perspectives in the activities, reviewers found that materials had limited representation of diverse cultural perspectives in the illustrations and photographic images.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Reviewers found that materials include a culturally responsive lens as evidenced by activities where students reflect on their community as well as those of the language being learned. Students interact with multiple perspectives of the cultures and content they are learning.

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, 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 the state review of adoption materials 2 consecutive years.

Professional summary of material:

I recommend the use of this material. It is very sequential, consistent and systematic. Teachers and students are able to understand the material, as it allows for concepts to be retaught and revisited at different times. Multiple activities aid the students in using and reusing the information they have learned to ensure that they are being successful. One thing that I believe would be beneficial for the students also is the use of the rubrics for all involved. Since the digital platform is the only area where the rubrics are found, there should be rubrics found within the textbook since not every school in New Mexico has the technological capacities for the online platform.

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:

The materials offer many opportunities for students to engage with new vocabulary and concepts to achieve proficiency. Some of the teaching strategies and content the material presented are outdated. The silabeo method used is almost a century old. The technological applications of phonemics, phonetics and syllabification enhance the learning experience for students, and is necessary for language development in native speakers of Spanish. The diversity of people in the Spanish-speaking communities was minimally represented.

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:

As a Reviewer of Record, I found the instructional material to be thorough, progressive in the way the content is presented, and extremely supportive of both teachers and students. The activities are student-centered and the variety of opportunities to engage are abundant. There is a good balance between use of the textbook as well as the online resources. I found the interpersonal, presentational and interpretive activities to be educational and beneficial to the academic setting of an elementary classroom.