

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 B	Publisher	Vista Higher Learning
SE ISBN	9781543316360	TE ISBN	9781543316421
SW ISBN	9781543316483	Grade Level/Content	Grade 1 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

99%

Materials take into account cultural perspectives.

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

The reviewers found that the materials take into account cultural perspectives as evidenced by the amount of different perspectives on cultures within the Spanish-speaking countries that are presented. Throughout the lessons, students have opportunities to learn about different cultures. For example, the perezosos of Costa Rica, the chipá of Paraguay, role-play game similar to hopscotch, as well as celebrations (festival/carnaval/birthday) and other cultural traditions are present in the materials. These activities require students to engage with critical thinking skills to reflect and make deeper connections to the culture of study.

Materials include a culturally responsive lens.

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

The materials are found to include a culturally responsive lens as evidenced by the variety of activities that require students to reflect on their own culture and the culture of study. The materials also provide multiple opportunities for students to engage with culture (the festivals, the baile, and the dias de la semana). These activities not only engage the students, but also require them to critically think about the similarities and differences between the two cultures.

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

Average Score

88%

Materials align with World-Readiness standards overall.

Statements of appraisal and supporting evidence:

The review team found that the materials meet the world-readiness standards required for alignment. Multiple activities are provided for learners to engage in communication, culture, and connections and comparisons between cultures.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The team found that materials align with communication standards by providing opportunities for interpersonal, interpretive, and communicational skills. Multiple activities, such as the "y ahora tu", a escribir and culture explanations, aid students in developing skills in listening comprehension and interpretation of visual cues.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The team found that the materials align with culture standards as evidenced by a plethora of culture depicted throughout the curriculum. For example, Perezosas (Costa Rica), Chilean papalota (Chile) and chipá (Paraguay/Argentina/Brazil) concepts provide opportunities for students to reflect and relate to the cultures of study.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The reviewers found that the materials align with connections standards as evidenced by the variety of concepts (the sciences, social studies, math, etc.) activities, such as the Mayan number system, different modes of transportation, the different festivals, weather patterns, etc. These activities allow students to engage their critical problem solving skills and creative thinking skills as they make the connections from one concept and the language of study.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

The team found that the materials align with comparisons standards as evidenced by the multiple opportunities for students to make comparisons of the English and Spanish languages. It also provides students with multiple opportunities to demonstrate their knowledge through comparison of the cultures within the unit culminating activities.

Materials align with communities standards.

Statements of appraisal and supporting evidence:

Materials are found to align with communities standards as evidenced by the variety of activities that are found within the text that required students to engage with the community. The activities found require them to engage for enjoyment, enrichment, and advancement within the different branches of communities, which involve from the most miniscule (villages) to the biggest (global).

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 materials provide a selection and range of high-quality texts worthy of students' time and attention as evidenced by the multitude of concepts provided throughout the curriculum. The high-quality texts provide exceptional craft, thought, and/or provide information across content areas (math, social studies, science, etc) that provide students with information from different perspectives (for example, el tren en madrid) that solicit thoughtful attention and gain students' attention.

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 review team found that materials contain high-quality text-dependent and text-specific questions as evidenced in a variety of different activities that require students to interact with the text. For example, the unit openers set the expectations for the tasks that students will be expected to learn by the end of the unit. These activities require learners to not only interact but to use inference skills to engage with particulars within the text, allowing students multiple opportunities to demonstrate proficiency throughout the unit.

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

Statements of appraisal and supporting evidence:

The review team found that materials provide scaffolding and supports to enable students' learning of world languages as evidenced by the variety of visual aids, graphic organizers, charts, illustrations, and/or picture/cue cards. These supports aid students with making deeper connections within the world language.

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

96%

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 materials in all units build academic vocabulary, reading, writing and presentation skills that are consistent with college and career ready pathways. Students who have access to the digital platform have ample and varied opportunities to build technological skills.

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

Statements of appraisal and supporting evidence:

The materials are well designed and take into account effective lesson structure and pacing. The complexity of the tasks increases throughout the units, as do the skills. Students are provided with activities that engage the listening, reading, writing and speaking skills sequentially, allowing for consistency and cohesiveness throughout the lessons.

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

Statements of appraisal and supporting evidence:

The reviewers found that the materials are supportive of teacher planning, learning, and understanding of the standards by providing annotations, suggestions, scaffolding, and guidance for embedding technology into lessons. Guiding questions are provided at the beginning of lessons as well as strategies for grouping among students and allowing discourse between teacher and student/s.

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

Statements of appraisal and supporting evidence:

The teacher's print edition provides suggestions for formative and summative assessments; however, there is no test bank and there is no evidence that assessments can be printed, duplicated or created in any form. That being the case, the digital edition of the textbook does provide formative and summative assessments in listening comprehension, speaking, reading and writing. Interpersonal, interpretive, and presentational skills can be assessed only if there is access to technology.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The reviewers found that the materials support effective use of technology to enhance student learning. Throughout the lessons, concepts can be found that use the digital platform to enhance, expand or reinforce the students' learning if there is access to technology.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The combination of the student edition, student workbook, and digital platform provides teachers with ample and varied opportunities to customize lessons for students with special needs. The scope and sequence of each unit plan can be tailored to take the needs of the individual student into consideration, whether this student needs more one-to-one, is an English Language Learner, a heritage learner, or advanced learner. The audio and video components in the digital platform provide a text-to-speech, listening and recording capabilities that enhance learning for special needs students. The print version of the student edition textbook couples images with printed vocabulary and exercises to facilitate building vocabulary skills.

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

Statements of appraisal and supporting evidence:

The reviewers found that the materials give all students multiple opportunities and support to explore key concepts. There are multiple opportunities (differentiated instruction) to customize the lessons to meet the needs of the diversity of learners. These activities provide students with limited tasks for clearer focus of vocabulary and pronunciation skills, asking questions, use of manipulatives (tarjetas de vocabulario), group work, and presentational activities to demonstrate their levels of proficiency.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The reviewers found that the materials take into account cultural perspectives as evidenced by the amount of different perspectives on cultures within the Spanish-speaking countries that are presented. Throughout the lessons, students have opportunities to learn about different cultures. For example, the perezosos of Costa Rica, the chipá of Paraguay, role-play game similar to hopscotch, as well as celebrations (festival/carnaval/birthday) and other cultural traditions are present in the materials. These activities require students to engage with critical thinking skills to reflect and make deeper connections to the culture of study.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The materials are found to include a culturally responsive lens as evidenced by the variety of activities that require students to reflect on their own culture and the culture of study. The materials also provide multiple opportunities for students to engage with culture (the festivals, the baile, and the dias de la semana). These activities not only engage the students, but also require them to critically think about the similarities and differences between the two cultures.

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 found that the Listos B provides a well balanced curriculum that represents a variety of cultures within the Spanish language communities. The activities contained within the materials clearly engage the students with the language and culture they are learning. The content provides a kaleidoscope of information that is worthy of students' attention. There is variety of language and learning skills that are scaffolded appropriately and allow students to learn in progression. One thing that I found to be of concern is the fact that several of the teacher resources and assessments are only available through the digital platform. This is one area that would be difficult to access if some of the smaller, more rural districts were to purchase the curriculum, since there is no print or assessment bank that is easily accessible.

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:

I found Listos B to be highly diverse in its representation of cultures, countries, and traditions. The materials provided are rich in content and appropriate scaffolding has been included. Accessibility to the digital platform is a concern as many of the more salient, skills-building components are in this edition of the student's and teacher's edition rather than the digital platform.

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 Listos B instructional materials provide a wide range of language learning opportunities for students to demonstrate their proficiency in reading, writing, listening, and speaking. The scaffolding is appropriate and well-intentioned so as to support student learning. The materials are supportive of teachers in their lesson and unit planning so that the language learning is efficient and effective. The rubrics and scoring guides are also helpful in assessing student knowledge and proficiency in all areas. The culture sections are engaging and student-centered and provide ways for students to reflect and make connections to their own lives/communities. It would be helpful, however, if the assessments/rubrics/scoring guides were available in print (in the TE) for those who do not have access to technology (especially in NM where there are many rural areas).