

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 C	Publisher	Vista Higher Learning
SE ISBN	9781543316377	TE ISBN	9781543316438
SW ISBN	9781543316490	Grade Level/Content	Grade 2 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

92%

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 different cultural perspectives. Students are provided with multiple opportunities to engage in a variety of cultural perspectives, such as clothing in Bolivia and Carnaval de Oruro. These activities allow students to engage in critical reflection to make deeper connections within the cultural perspective.

Materials include a culturally responsive lens.

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

The reviewers found that the materials include a culturally responsive lens, as evidenced by the kaleidoscope of activities, photos of authentic places and people pertinent to the cultures studied.

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

Average Score

90%

Materials align with World-Readiness standards overall.

Statements of appraisal and supporting evidence:

The reviewers found that the instructional materials align with World-Readiness standards as evidenced by multiple opportunities to interact and negotiate meaning in spoken or written conversations. The activities require students to engage in presentational, interpersonal, and interpretive communication.

Materials align with communication standards.

Statements of appraisal and supporting evidence:

The reviewers found that the materials align with communication standards as evidenced by multiple activities that require students to present information, concepts, and ideas to inform, explain, narrate, and persuade on a variety of topics to various audiences through different modes of communication.

Materials align with cultures standards.

Statements of appraisal and supporting evidence:

The reviewers found that the instructional materials meet and align with the cultures standards. They provide opportunities for learners to investigate, explain, and reflect on relationships, practices, perspectives, and products by comparing and contrasting with their own culture/community.

Materials align with connections standards.

Statements of appraisal and supporting evidence:

The reviewers found that the instructional materials align with connections standards by offering ventures for learners to build, reinforce, and expand while making deeper connections with the language and cultures. Learners develop critical thinking and the ability to solve problems creatively while reflecting on their own cultural traditions and experiences in comparison with other world communities.

Materials align with comparisons standards.

Statements of appraisal and supporting evidence:

The materials align with the comparisons standards by providing activities for students to investigate, explain, and reflect on the similarities and differences between the languages and cultures studied and their own, such as national holidays (independence days) and other traditional celebrations (birthday celebrations).

Materials align with communities standards.

Statements of appraisal and supporting evidence:

The reviewers found that the instructional materials partially aligned with the communities standards as evidenced by interactions with classroom, family and whole communities, but not at the global level. Limited evidence was found of activities that connected students with local or global 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 overall, the materials provide a selection and range of high-quality texts worthy of students' time and attention. However, the Lecturas fonéticas lacked engagement in real-world concepts, content, topics of interest to students, and variety of fluency.

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 there are a variety of activities for students to engage with the text and respond to the text-specific questions.

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

Statements of appraisal and supporting evidence:

The instructional materials provide many lessons and activities that scaffold and support students' learning of world languages. For example, literacy skills begin with basic concepts (pre-viewing, predicting) and become more complex (writing, explaining, comparing, presenting).

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

94%

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 materials are coherent and consistent in their approach, preparing students to be college and career ready, as evidenced by several activities that include the 4-step writing process: planning, drafting, revising, and presenting.

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

Statements of appraisal and supporting evidence:

The reviewers found that all units/lessons of study contain 5 components that cover listening, speaking, reading, writing, and cultural knowledge and understanding. The lessons begin with guiding questions and unit objectives that allow for clear and predictable learning outcomes. The lessons end with "I Can" statements and students evaluating their own progress.

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

Statements of appraisal and supporting evidence:

The units and lessons are clearly structured to aid the teacher in planning and implementing coherent and meaningful material according to the standards. The lesson overviews provide detailed sections (objectives, language functions, evidence of learning, summative assessments, additional components, integrating technology, and meeting 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 instructional materials offer teachers limited resources and tools to collect ongoing data about student progress. This is evidenced by the intermittent availability of summative and informal assessments, rubrics, and scoring guides.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The reviewers found that the materials contain limited support for the use of technology to enhance student learning. For example, students have a few activities where they read e-memos and respond to one of them. There are no activities that require them to engage in writing actual emails or participate in gaming to acquire knowledge of use.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The reviewers found that the materials provide a variety of ways to customize the lessons and activities for individual learners, such as students with learning disabilities, English Language Learners, more-advanced, and heritage speakers.

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

Statements of appraisal and supporting evidence:

The materials give all students extensive opportunities to explore, explain, and interpret academic vocabulary and content-specific vocabulary. For example, students learn about weather patterns in the Southern Hemisphere compared to the Northern Hemisphere and ecological explorations of animals and insects.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The reviewers found that the materials take into account different cultural perspectives. Students are provided with multiple opportunities to engage in a variety of cultural perspectives, such as clothing in Bolivia and Carnaval de Oruro. These activities allow students to engage in critical reflection to make deeper connections within the cultural perspective.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The reviewers found that the materials include a culturally responsive lens, as evidenced by the kaleidoscope of activities, photos of authentic places and people pertinent to the cultures studied.

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 this material to be very appealing in its overall layout. I found that the activities are engaging and worthy of students' attention. The content is captivating, with a multitude of concepts interspersed throughout the curriculum. One limiting factor is that there is no test bank for assessments to collect ongoing data. Access to the digital platform can be an obstacle for some schools and/or districts in New Mexico.

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:

Overall, *Listos C* is a viable textbook with ancillaries that can provide students and teachers with needed visual, audio and manipulative options for learning. Activities in print and digital platforms give a variety of learning processes that allow for second language acquisition. The materials also provide opportunities for advanced, heritage speakers, and English Language Learners to enhance their understanding and growth in the Spanish language. Students who need differentiated instruction have access to the materials as well.

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 are well structured and paced so as to provide support to both teachers and students in the language and cultural learning. The activities can be customized to assist learners at all levels. The images are colorful and have a good balance of both illustrations and real-life images with text/speech bubbles to accompany them. The cultural lessons are meaningful and engaging and provide student-centered activities to support and enhance the material. The rubrics and scoring guides are helpful, but can only be found online. The areas found to be lacking are in digital learning and interactions with the community/global world.