



## F.11 Spanish Language Arts - Kindergarten

PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In:	Website:	Username:	Password:

SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
<b>SECTION</b>	<b>REVIEWER TOTAL</b>	<b>MAXIMUM POINTS</b>	<b>FACILITATOR VERIFIED</b>
Standards Review	0	400	
SLA Content Review	0	73	
All Content Review	0	127	
<b>TOTAL SCORE</b>	0	600	
Percent Score	0%		

FINAL SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)

Verified 90% or Higher (Y/N)		Facilitator Notes:
Verified 80%-89% (Y/N)		
Verified 79% or Lower (Y/N)		
Facilitator Name:		

CULTURAL AND LINGUISTIC RELEVANCE RECOGNITION		
REVIEWER TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	47	0%
CLR SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)		
Verified 90% or Higher (Y/N)		Facilitator Notes:
Facilitator Name:		

**Section 1: Standards Review: Spanish Language Arts**

**PROVIDER/PUBLISHER INSTRUCTIONS:**

- Provider/Publisher citations for this section will refer to the **Teacher Edition** only. The cited Teacher Edition should coincide with what is entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also coincide with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams.
- Column D: Enter one citation in Column D from the Teacher Edition. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages. Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations.”
  - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

**Reviewer directions for Spanish Language Arts Standards Review:**

Columns D-G: The provider/publisher will provide a citation from the Teacher Edition (print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:

- o M = Meets the standard
- o P = Partially meets the standard
- o D = Does not meet the standard

Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.

- o **Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.**
- o **Each score cell will turn green as you score the materials.**

Columns H-K: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column H from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, **and provide evidence to support your determination:**

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- o **Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.**
- o **Each citation cell, score cell, and evidence cell will turn green as you score the materials.**
- o **If you are unable to find a citation within the student materials for a standard, please provide one from the Teacher Edition if possible.**

Criteria #	Standard	F.11 Kindergarten Spanish Language Arts	Provider/Publisher Citation from Teacher Edition	Score	Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Reviewer's Evidence	Comments, other citations, or feedback
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**Reading Standards for Literature/Estándares de Lectura para Literatura (RL)**

**Key Ideas and Details/Ideas clave y detalles--Literature/Lectura para Literatura**

1	RL1	Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.							
2	RL2	Con sugerencias y apoyo, recuentan cuentos que les son familiares, incluyendo los detalles clave.							
3	RL3	Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.							
4	NM B.1	Identificarán el tema principal, recontarán detalles clave de un texto y harán predicciones.							

**Craft and Structure/Composición y estructura--Literature/Lectura para Literatura**

5	RL4	Hacen y contestan preguntas sobre palabras desconocidas en un texto.							
6	RL5	Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo).							
7	RL6	Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.							

**Integration of Knowledge and Ideas/Integración de conocimientos e ideas--Literature/Lectura para Literatura**

8	RL7	Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en donde aparecen (por ejemplo: qué momento de un cuento representa la ilustración).							
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9	RL9	Con sugerencias y apoyo, comparan y contrastan las aventuras y experiencias de los personajes en cuentos que les son familiares.							
<b>Range of Reading and Level of Text Complexity/Nivel de lectura y de complejidad del texto--Literature/Lectura para Literatura</b>									
10	RL 10	Participan activamente en trabajos de lectura en grupo, con propósito y comprensión.							
<b>Reading Standards for Informational Text/Estándares de Lectura para Texto Informativo (RI)</b>									
<b>Key Ideas and Details/Ideas clave y detalles--Informational Text/Lectura para Texto Informativo</b>									
11	RI1	Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.							
12	RI2	Con sugerencias y apoyo, identifican el tema principal y recuentan los detalles clave de un texto.							
13	RI3	Con sugerencias y apoyo, describen la relación entre dos personas, acontecimientos, ideas o elementos de información en un texto.							
<b>Craft and Structure/Composición y estructura--Informational Text/Lectura para Texto Informativo</b>									
14	RI4	Con sugerencias y apoyo, hacen y contestan preguntas sobre palabras desconocidas en un texto.							
15	RI5	Identifican la portada, contraportada y la página del título de un libro.							
16	RI6	Nombran al autor e ilustrador de un texto y definen el papel de cada uno en la presentación de ideas o información en un texto.							
<b>Integration of Knowledge and Ideas/Integración de conocimientos e ideas--Informational Text/Lectura para Texto Informativo</b>									
17	RI7	Con sugerencias y apoyo, describen la relación entre las ilustraciones y el texto en el cual aparecen (por ejemplo: qué persona, lugar, cosa o idea en el texto representa una ilustración).							
18	RI8	Con sugerencias y apoyo, identifican las razones que el autor ofrece para apoyar puntos en un texto.							
19	RI9	Con sugerencias y apoyo, identifican las semejanzas y diferencias básicas entre dos textos sobre el mismo tema (por ejemplo: en las ilustraciones, descripciones o procedimientos).							
<b>Range of Reading and Level of Text Complexity/Nivel de lectura y de complejidad del texto--Informational Text/Lectura para Texto Informativo</b>									
20	RI10	Participan activamente en trabajos de lectura en grupo, con propósito y comprensión.							
<b>Reading Standards for Foundational Skills/Estándares de Lectura para Destrezas Fundamentales (RF)</b>									
<b>Print Concepts/Conceptos de lo impreso</b>									
21	RF1	Demuestran comprensión de la organización y características básicas de los materiales impresos.							
22	RF1A	Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.							

23	RF1B	Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito mediante secuencias específicas de letras.							
24	RF1C	Entienden que las palabras se separan por espacios en blanco en los materiales impresos.							
25	RF1D	Reconocen y nombran todas las letras mayúsculas y minúsculas del alfabeto.							
<b>Accentuation/ Acentuación</b>									
26	RF1E	Reconocen que el acento escrito (acento ortográfico) es una marca, que se llama tilde, colocada sobre una vocal.							
<b>Phonological Awareness/Conciencia fonológica</b>									
27	RF2	Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas).							
28	RF2A	Reconocen y producen palabras que riman.							
29	RF2B	Cuentan pronuncian, combinan y segmentan en sílabas las palabras habladas.							
30	RF2C	Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba.							
31	RF2D	Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas* (consonante-vocal-consonante, o CVC). Incluyen palabras que terminan con /l/ y /r/ (ejemplo: sal, sol, mar, por).							
32	RF2E	Añaden o sustituyen sonidos individuales (fonemas) en palabras simples de una sílaba para formar nuevas palabras de una o dos sílabas. (ejemplo: sal-sol; por-par; tan-pan; sal-sala;							
33	RF2F	Combinan dos sílabas para formar palabras bisílabas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopa.							
<b>Accentuation/ Acentuación</b>									
34	RF2G	Separan y cuentan oralmente las sílabas de una palabra.							
35	RF2H	En palabras multisilábicas señalan la sílaba sobre la cual recae el énfasis de la voz (acento tónico).							
<b>Phonics and Word Recognition/Fonética y reconocimiento de palabras</b>									
36	RF3	Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.							
37	RF3A	Demuestran el conocimiento básico de la correspondencia entre letra y sonido (de una en una) al producir el sonido principal o los sonidos más frecuentes que representa cada consonante.							

38	RF3B	Asocian los sonidos (fonemas) con la ortografía común (grafemas) para las cinco vocales incluyendo el uso de la ye (y) como equivalente de la vocal i.							
39	RF3C	Leen a simple vista palabras comunes de uso frecuente (ejemplo: el, la, veo, un, una, mi, es).							
40	RF3D	Distnguen entre palabras de ortografía similar mediante la identificación de los sonidos de las letras que son diferentes (con/ son; niño/niña; masa/mesa).							
41	RF3E	Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje cotidiano; ma-má; pa-pá; ca-sa; si-lla; me-sa; ca-ma; ga-to.							
<b>Accentuation/ Acentuación</b>									
42	RF3F	Identifican las letras que representan a las vocales (Aa, Ee, Ii, Oo, Uu, incluyendo el uso de la ye (y) como equivalente a la i).							
43	RF3G	Reconocen el uso del acento ortográfico para distinguir la pronunciación entre palabras que se escriben iguales (papa-papá, paso-pasó).							
44	RF3H	Reconocen que el acento escrito (acento ortográfico) es una marca sobre una vocal que indica la pronunciación de la palabra de acuerdo con la sílaba que recibe el énfasis al pronunciar la palabra.							
<b>Fluency/Fluidez</b>									
45	RF4	Leen textos para lectores principiantes, con propósito y comprensión.							
<b>Writing Standards/Estándares para la Escritura y Redacción (W)</b>									
<b>Text Types and Purposes/Tipos de textos y sus propósitos</b>									
46	W1	Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cuál es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: Mi libro favorito es . . .).							
47	W2	Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema.							
48	W3	Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.							
<b>Production and Distribution of Writing/Producción y redacción de la escritura</b>									

49	W5	Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario.							
50	W6	Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.							
51	NM E.1	Aplicarán herramientas digitales para reunir, evaluar y usar información.							
<b>Research to Build and Present Knowledge/Investigación para la formación y presentación de conocimientos</b>									
52	W7	Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos).							
53	W8	Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.							
<b>Speaking and Listening/Estándares Audición y Expresión Oral (SL)</b>									
<b>Comprehension and Collaboration/Comprensión y colaboración</b>									
54	SL1	Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre temas y textos apropiados al kindergarten.							
55	SL1A	Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás y esperar su turno para hablar sobre los temas y textos que se están tratando).							
56	SL1B	Continúan una conversación a través de múltiples intercambios.							
57	SL2	Confirman la comprensión de un texto leído en voz alta o la información presentada oralmente o a través de otros medios de comunicación, al hacer y contestar preguntas sobre detalles clave y solicitar aclaraciones si algo no se entiende.							
58	SL3	Hacen y contestan preguntas con el fin de solicitar ayuda, obtener información o aclarar algo que no se entiende.							
<b>Presentation of Knowledge and Ideas/Presentación de conocimientos e ideas</b>									
59	SL4	Describen a personas, lugares, cosas y acontecimientos que les son familiares y, con sugerencias y apoyo, ofrecen detalles adicionales.							
60	SL5	Añaden dibujos y otros medios visuales a las descripciones según deseen para ofrecer detalles adicionales.							

61	SL6	Hablan en forma audible y expresan sus pensamientos, sentimientos e ideas con claridad. (Ver los estándares 1-3 de lenguaje para expectativas adicionales).							
62	NM H.1A	Demstrarán familiaridad con historias y actividades relacionadas con varios grupos étnicos y países.							
63	NM H.1B	Con solicitud y apoyo: representarán juegos de roles; harán predicciones; y seguirán instrucciones orales y gráficas.							
<b>Language/Estándares para Lenguaje (L)</b>									
<b>Conventions of Standard Spanish/Normas y convenciones del español</b>									
64	L1	Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.							
65	L1A	Escriben con letra de molde la mayoría de las letras mayúsculas y minúsculas.							
66	L1B	Usan sustantivos y verbos que se utilizan con frecuencia incluyendo los verbos ser y estar, empleando la concordancia correcta.							
67	L1C	Forman el plural de sustantivos regulares al añadir /s/ o /es/ (ejemplo: perro, perros; mantel, manteles; rey, reyes).							
68	L1D	Comprenden y utilizan las palabras que denotan interrogación (ejemplo: quién, qué, dónde, cuándo, cómo y por qué).							
69	L1E	Emplean las preposiciones de uso frecuente (ejemplo: con, en, de, por, para).							
70	L1F	Producen y elaboran oraciones completas en actividades compartidas de lenguaje.							
71	L1G	Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas).							
72	L2	Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.							
73	L2A	Emplean la mayúscula en la primera letra de una palabra al inicio de una oración.							
74	L2B	Reconocen y nombran la puntuación final.							
75	L2C	Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos.							
76	L2D	Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.							
<b>Accentuation/ Acentuación</b>									
77	L2E	Reconocen el acento escrito (acento ortográfico) en palabras sencillas y ya conocidas (mamá, papá, José).							



78	NM I	Emplearán la formación de letras, líneas y espacios para crear un documento legible.							
<b>Vocabulary Acquisition and Use/Adquisición y uso de vocabulario</b>									
79	L4	Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a la lectura y el contenido académico de kindergarten.							
80	L4A	Identifican y aplican correctamente nuevos significados relacionados a palabras ya conocidas (ejemplo: saber que el zapatero es la persona que vende o arregla zapatos).							
81	L4B	Usan las inflexiones y los afijos de uso más frecuente (ejemplo: re- bi-, -ita -ito, -ota -ote) como clave para el significado de una palabra desconocida.							
82	L5	Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras.							
83	L5A	Clasifican objetos comunes en categorías (ejemplo: formas, alimentos) para obtener un sentido de los conceptos que representan las categorías.							
84	L5B	Demuestran comprensión de los verbos y los adjetivos de uso más frecuente, al relacionarlos con sus opuestos (antónimos) (ejemplo: salir- entrar; perder-ganar; alto-bajo; grande-pequeño).							
85	L5C	Identifican las conexiones en la vida real entre las palabras y sus usos (ejemplo: el describir actividades divertidas en la escuela o en el parque que son coloridos).							
86	L5D	Distinguen los matices de significado entre verbos que describen la misma acción general (ejemplo: gatear, caminar, marchar, correr) actuando sus significados.							
87	L6	Usan las palabras y las frases que han aprendido a través de conversaciones, al leer y al escuchar cuando se les lee, o al responder a los textos.							

**Section 2: Spanish Language Arts Content Review**

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Criteria #	Provider/Publisher Criteria K-2 SLA Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments, other citations, or feedback
1	All materials are in Spanish.							
2	Student materials are rich in diverse academic vocabulary.							
3	Materials include effective instruction for all aspects of foundational reading (including distributed practice.)							
4	Content reading selections (read-aloud K-1) facilitate accurate, confident, and independent reading.							

**Text Selection and Range of Texts:** Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task).

5	Materials reflect the genres and text characteristics that are specifically required by the standards at each grade level band.							
6	Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study.							
7	Materials provide a sequence or collection of texts, with specific anchor texts of grade-level complexity that are selected for close reading (including read-aloud, K-2).							

**Text Selection – Quality and Complexity of Texts:** High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.

8	Materials provide a well-balanced selection of content rich and well-crafted texts, representing the best available, most authentic literature and informational text, varied by genre and subject matter.							
9	Informational texts provide a variety of informational text structures and follow the distribution of subject matter.							
10	Materials include extended as well as shorter, challenging texts that elicit close, critical reading of multiple passages for varied purposes.							
11	Opportunities are provided to increase regular independent reading of texts that appeal to students' interests while developing independent reading skills.							
<b>Text-Dependent and Text-Specific Questions:</b> 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.								
12	Materials provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each grade-level band.							
13	Materials provide questions and tasks that support students in unpacking the academic language prevalent in complex texts.							
<b>Student Scaffolding and Supports</b>								
14	Materials promote culturally appropriate use of Spanish language and Spanish language regionalisms.							
15	Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text as required by the standards.							
16	Materials provide an introduction to the lesson including comprehension questions the students will be expected to answer at the conclusion of the classroom instruction.							
17	Materials provide language acquisition support.							
18	Materials provide real-world activities for student practice with natural language.							
19	Materials assess students at a variety of knowledge levels centered on grade-level texts aligned to and measured against the New Mexico adopted content standards' expectations.							

20	Materials provide opportunities for students to access reading materials and create projects and presentations using technology.							
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**Section 2: All Content Review**

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  - Each criterion will be scored as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations.”
- o NOTE: You may not use a citation more than once across ALL sections of the rubric.**

	<b>Reviewer directions for All Content Review:</b>	<p>Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p><b>o Each score cell will turn green as you score the materials.</b></p>	<p>Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></p>	
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Criteria #	Provider/Publisher Criteria for All Content	Provider/Publisher Citation	Score	Reviewer's Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer's Evidence	Comments, other citations, or feedback
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**Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.**

1	Materials attend to the full intent of the content contained in the standards for all students.							
2	Materials, when used as designed, allow students to fully learn each standard.							
3	Materials require students to engage in content at a level of sophistication appropriate to the grade level under review.							
4	Materials are coherent and make meaningful connections where required by the standards.							

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

5	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments are not haphazard; tasks are given in intentional sequences.							
6	Within each lesson of the Teacher's Edition, there are clear, measurable, standards-aligned <b>learning</b> objectives and opportunities for differentiated instruction.							

7	Within each lesson of the Teacher's Edition, there are clear, measurable <b>language</b> objectives and opportunities for differentiated instruction.							
8	The materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.							
9	The visual design (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.							
10	Materials incorporate a glossary, footnotes, bolded text, recordings, pictures, and/or other features that aid students and teachers in using the material.							
<b>Materials support teacher planning, learning, and understanding of the standards.</b>								
11	Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide). <b><i>(Publisher citation only required.)</i></b>							
12	Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies (such as quality questioning, grouping strategies, and discourse between teacher and students) to help guide students' academic development.							
13	Materials contain a teacher's edition with annotations and suggestions on how to present the content in the student edition and in the ancillary material. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.							
<b>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</b>								
14	Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review. <b><i>(Adopted New Mexico Content Standards are: CCSS for ELA and SLA; World Readiness Standards for World Languages; WIDA ELD Standards.)</i></b>							
15	Materials provide multiple embedded formative and summative assessments (such as performance-based tasks, questions, research, investigations, and projects), clearly defining which standards are being assessed.							

16	Materials include aligned scoring guidelines for assessments, such as rubrics, that provide teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation or acceleration.							
17	Materials provide alternative assessment options for English learners, culturally and linguistically diverse students, advanced students, and special needs students.							
18	Materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.							
<b>Materials support effective use of technology to enhance student learning.</b>								
19	Materials integrate opportunities for digital learning into the text.							
20	Materials include opportunities to assess student understandings and knowledge using technology.							
<b>Materials can be easily customized for individual learners.</b>								
21	Materials can be customized to meet the needs of different student populations.							
22	The Teacher's Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.							
23	Materials include activities for students to make interdisciplinary connections and/or connections with their personal experiences.							
<b>Materials give all students extensive opportunities and support to explore key concepts.</b>								
24	Materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations that will support their regular and active participation in learning content (e.g., modifying vocabulary).							
25	Materials encourage and support teachers to draw upon culture and home language to facilitate learning.							
26	Materials provide strategies for teachers to inform and engage parents and caregivers of all learners, including culturally and linguistically diverse students, about the program and suggestions for how they can help support student progress and achievement. <i>(Publisher citation only required.)</i>							

27	Materials include opportunities that encourage and support creative thinking and effective problem solving skills.							
<b>Materials take into account cultural perspectives.</b>								
28	Materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds, setting high expectations for culturally and linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered.							
29	Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.							
30	Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.							
31	Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.							
<b>Inclusion of Culturally Responsive Lens (CR)</b>								
32	The instructional materials include tools to relate the content area appropriately to the diversity in culture and language.							
33	The instructional materials include tools that demonstrate multiple perspectives in a specific concept.							
34	The instructional materials engage students in critical reflection about their own lives and societies.							
35	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							