

**2023 Instructional Material Summer Review Institute**  
**Review Team Appraisal of Title**  
**Grades 7-12 Career and Technical Education**

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.

[NMPED Adoption Information](#)

<b>Text Title</b>	Automotive Technology: Principles, Diagnosis, and Service 6th Edition	<b>Publisher</b>	Savvas Learning Company LLC
<b>SE ISBN</b>	9780135765067	<b>TE ISBN</b>	
<b>SW ISBN</b>		<b>Grade Level/Content</b>	9-12 CTE

**Core Instructional Material Designation** (Core instructional material (CIM) is the comprehensive print and/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

63%

**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 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

**CLR Recognized**

Average Score

56%

**FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS:**

**Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.**

*Statements of appraisal and supporting evidence:*

Materials provide visual support to meet the needs of all learners. Audio recordings, PowerPoints, and demonstrations bring the content to life. Materials can be applied with diversity, though it is not specified. The text emphasizes listening to a customer when they are describing a problem to get the whole picture of what is going on with the vehicle. Though multiple perspectives are presented, the content does not address multiple ethnic descriptions.

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

Average Score
62%

**OVERALL ALIGNMENT**  
**Materials align with the CTE standards overall, including strands 1-10: Academic Foundations; Communications; Problem Solving and Critical Thinking; Information Technology Applications; Systems; Safety, Health, and Environmental Management; Leadership and Teamwork; Ethics and Legal Responsibilities; Employability and Career Development; and Technical Skills.**  
*Statements of appraisal and supporting evidence:*

The *Automotive Technology- Principles, Diagnosis, and Service 6th edition's* primary focus is on training in diagnostic procedures and skill development. The content is specific in that it is correlated to the National Institute for Automotive Service Excellence (ASE) exam. Each of the 136 chapters includes learning objectives and key terms that will be studied. The textbook explains recommended tools and procedures, but overall the student interactions were limited. Students read a lot about how to complete a task but were not given the opportunity to practice any hands-on activities. The text is both in hardback and has an optional digital companion. There are multiple digital tools for the students to use. These include videos, interactive critical thinking questions, notecards, and quizzes. There is no scope and sequence or pacing guide. Although it does follow ASE, there is no mention of alignment to standards.

**STRAND ALIGNMENT**  
**Materials align with specific CTE content strands. (Optional)**

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Leadership and Teamwork	Materials provide information about leadership roles and responsibilities within the automotive field, but do not provide tasks where students employ, conduct or demonstrate leadership roles or responsibilities in group settings. Materials provide some tasks establishing and maintaining positive work relationships with co-workers and customers. Most tasks provided are to be completed individually and not within a team.
Systems	The materials do provide information about systems that the students will encounter while working on automobiles. It is lacking in that the student does not implement any systems or practices described within the textbook to ensure quality products and services.
Communications	The Automotive Technology SE content provides a comprehensive review of reading about the specific skills and tools in the automotive industry. There are multiple examples of step by step directions throughout the text, but there are few instances where the students locate, demonstrate, develop, or interpret the reading as indicated in the CTE standards. The content offers several suggestions on how to interact with customers, but students do not practice these oral skills.
Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	

**CCTC Standards Review** - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score

59%

**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

The Automotive Technology text provides details about the automotive industry. The content is specific with recommended tools and procedures, but overall the student interactions are limited. Students read a lot about how to complete a task but are not given the opportunity to practice.

**CAREER CLUSTER**

**Materials align to the CCTC standards for the Career Cluster reviewed.**

*Statements of appraisal and supporting evidence:*

The content provides the students with information about the role of key operational activities required for successful transportation, distribution, and logistical problems. Important safety guidelines are described in detail such as OSHA and EPA guidelines when working with hazardous materials when doing automobile repairs. There is a lack of hands-on student activities within the main textbook.

**CAREER PATHWAY(S)**

**Materials align to the CCTC standards for the Career Pathway reviewed.**

*Statements of appraisal and supporting evidence:*

The content provides students with information about maintenance schedules, shop upkeep, and the use of manuals. This information allows the students to see how this industry operates but does not allow the student to become a part of the process by creating plans, schedules, or how they would act while working in a professional environment.

**CTE Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score
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67%
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**FOCUS AREA 1 SEQUENCING AND ARTICULATION**

**Instructional materials show sequencing and articulation within and across grade bands and/or pathways.**

*Statements of appraisal and supporting evidence:*

Materials do not provide a scope and sequence or pacing guide for teachers to follow. There are no timelines that discuss how long each chapter should take for students to complete. Learning objectives are mentioned at the beginning of each chapter, but there are no standards associated with the learning objectives. The material does provide students with a broad overview of the automotive field and then the materials provide more in depth knowledge as the year progresses.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Materials do not provide project-based or inquiry-based learning as an instructional approach within the main textbook. The material provides information on career certifications in some automotive fields and strategies for supporting students in taking the ASE test. The material does not provide comprehensive planning for students in the given field.

**FOCUS AREA 3 CAREER DEVELOPMENT**

**Instructional materials provide career development information for students.**

*Statements of appraisal and supporting evidence:*

The content references the ASE exam throughout and it is evident the text prepares students to take this exam. The text goes into detail about how to register for the exam, practice exams, and the recertification process. The content shows all the related jobs opportunities in the automotive industry, from working in a shop, to a dealership, and to owning a business.

**FOCUS AREA 4 TECHNOLOGY**

**Instructional materials incorporate opportunities to use industry appropriate technology.**

*Statements of appraisal and supporting evidence:*

The content provides multiple opportunities for students to see the tools used in actions and get a full perspective of how the industry has evolved. The text provides an automotive service history, described current trends, and describes the upcoming trends with fuel and technology advancement.

**All Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, pacing, assessment, individual learners, and cultural and linguistic relevance and responsiveness.

CLR Recognition Average Score	Average Score
56%	62%

**FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS:**  
**Instructional materials provide teacher resources to support planning and supports for all students.**  
*Statements of appraisal and supporting evidence:*

Teacher resources provide answers to the review questions and quizzes to support learning. Diagrams, pictures, tables, charts, PowerPoint, and videos are provided throughout the text to provide visual support for students. There are no pacing guides or a scope and sequence for teachers to create a timeline for the materials. Learning objectives are mentioned at the beginning of each chapter, but they do not reference any standards. End-of-chapter quizzes are available both in the student edition and can be administered digitally. Differentiation options are not provided in order to support English Learners or students with special needs.

**FOCUS AREA 2 ASSESSMENT**  
**Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**  
*Statements of appraisal and supporting evidence:*

The content provides multiple formative assessments (online resources and chapter review questions) and summative assessments (chapter quizzes and ASE practice tests), but these are not explicit to the NM standards. There are no explicit suggestions or modifications for EL or SPED students in the content for assessments. The content does have audio recordings of readings and many interactive formative assessments.

**FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS**  
**Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.**  
*Statements of appraisal and supporting evidence:*

Materials provide visual support to meet the needs of all learners. Audio recordings, PowerPoints, and demonstrations bring the content to life. Materials can be applied with diversity, though it is not specified. The text emphasizes listening to a customer when they are describing a problem to get the whole picture of what is going on with the vehicle. Though multiple perspectives are presented, the content does not address multiple ethnic descriptions.

**Reviewers' Professional Summary** - 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 #: 58

*Background and experience:*

Reviewer #58 has a BS in Interdisciplinary Studies & Reading and a MA in Education with a Learning Technologies Emphasis. Reviewer #58 holds an NM Level II K-8 teaching license with certifications in Technology Education, Information Technology Coordinator, Reading, Language Arts & Social Studies. The reviewer has 21 years of experience teaching in New Mexico.

*Professional summary of material:*

*Automotive Technology- Principles, Diagnosis, and Service 6th edition* is a curriculum with 136 chapters (1700+ pages) in the student textbook. The textbook is laid out to follow along with the ASE certification test and follows that framework. The students are exposed to many color photos and color graphs, charts, and diagrams throughout the book. The online companion for the textbook includes the same, but it also has corresponding videos, interactive critical thinking questions, and notecards. The platform for the online student edition is very slow to load and takes time to move from section to section. The teacher has access to ASE Correlated Tasks for the students to work on and complete. There is no scope and sequence/pacing guide along with correlation to standards.

Reviewer #: 59

*Background and experience:*

Reviewer #59 holds a Level III New Mexico Teaching License with an MA in Curriculum and Instruction and endorsements in the areas of Language Arts, Reading, TESOL and Social Studies. Reviewer # 59 has taught in the state of New Mexico for 17 years with experience in 5 different grade levels and 2 support positions. Currently, Reviewer #59 is an Instructional Support Specialist supporting teachers in all subjects within the school. Reviewer # 59 has previous experience with the review process. Reviewer # 59 has experience in developing and implementing the New Mexico Instructional Scope in Language Arts and Social Studies as well as the development of the Culturally and Linguistically Responsive Scorecard.

*Professional summary of material:*

The *Automotive Technology - Principles, Diagnosis, and Service 6th edition* is an in-depth look at the automotive field. It contains 136 chapters focusing on areas including career certifications, safety and health concerns within the field, tools and equipment, and vehicle information such as diagnosing and repair. The material provides review questions and quizzes within each chapter. Most of the work within the book is individual; project-based or inquiry-based learning is not evident. The materials provide tasks for students to complete to support their understanding of the material. There are pictures, charts, graphs, videos, and diagrams to provide visual support for students to understand the technical knowledge within the materials. There is no pacing guide or scope and sequence to aid the teacher in implementing the 136 chapters within the material. Learning objectives are mentioned at the beginning of each chapter, but standards are not referenced within the materials.

Reviewer #: 60

*Background and experience:*

Reviewer #60 is a NM Level III certified teacher with 17 years of classroom experience in grade 7- post secondary education across AZ, TX, and NM. Reviewer has participated in curriculum and assessment committees in both Arizona and New Mexico .

*Professional summary of material:*

The *Automotive Technology - Principles, Diagnosis, and Service 6th edition* is a comprehensive review of the automotive industry. It is very detailed, with pictures, videos, directions, and career opportunities. The content provides visual and audio aids to help students learn the material, though there are not any assessment alternatives for EL or SPED students. The NM standards are not referenced in the text or online, though the course clearly connects to the ASE exam. The missing scope and sequence or pacing guide make the implementation of the 1700+ pages of content difficult for a teacher to implement.