

**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>	Business Information Management 1a/1b	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781737396574	<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

73%

**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:*

Curriculum has embedded Intrapersonal Employability skills to include collaboration, self-understanding, social responsibility, accountability, critical thinking, and digital literacy. Each of these elements allow a student to use their own background, within the content. Students reflect on their own learning, but do not explicitly relate to diversity in culture and language. Students create an ultimate career plan in 1B Unit 7 Activity 1. This requires multiple steps and synthesizes the content presented throughout the course. Students have the opportunity to include their culture, lives, values, as well as represent the NM industry, though that not explicitly stated. Content uses various real world examples (Uber, Facebook, Instagram, etc) but does not include ethnic descriptions, interpretations, or perspectives of events and experiences.

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

Average Score
42%

**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 Business Information Management 1A and B course reviews the foundations of business ownership including data collection, analysis, plans, computer applications, and communication. However, there are gaps in the content to reflect alignment to the entirety of the CTE standards. The content includes a variety of practical applications for the students to apply their knowledge. The content is relevant, but less than half of the material allows the student to practice, evaluate, or employ the skill as required by the standards. The projects are flexible and allow for the ability to reach all levels of learners whether choosing to work independently or cooperatively.

**STRAND ALIGNMENT**

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

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Safety, Health, and Environmental Management	Half of the standards in this strand are not addressed by the materials. Three standards are fully met by the materials and one partially met by the materials.
Systems	Two of the five standards are not addressed in the materials. There is missing applicable content to meet one of the five standards, and two standards lack the opportunity for students to accomplish the task as directed in the standard.
Leadership and Teamwork	Three of the eight standards are not addressed in the materials. Content touches on the majority of the standards, but opportunities are missing for the students to accomplish the action of the standard/objective.
Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	

**Computer Science Standards Review** - Materials are reviewed for alignment with the state adopted Computer Science standards.

Average Score

57%

**OVERALL ALIGNMENT**

**Materials align with the computer science standards overall.**

*Statements of appraisal and supporting evidence:*

The Business Information Management 1A and B course reviews the foundations of business ownership including data collection, analysis, plans, computer applications, and communication. There is no specific alignment to the CTE Computer Science(CS) Standards within the materials. While the materials provide an appropriate application and foundation for the CS Standards, less than 60% of the standards are met. The content includes a variety of practical applications for the students; however, the activities for students to demonstrate their knowledge is missing.

**COMPUTING SYSTEMS**

**Materials align to the computing systems standards for computer science.**

*Statements of appraisal and supporting evidence:*

Two of the three objectives are included in the materials. Students work within various computing systems, with hands-on activities with both hardware and software applications.

**NETWORKS AND THE INTERNET**

**Materials align to the networks and internet standards for computer science.**

*Statements of appraisal and supporting evidence:*

All objectives within the standards are met. The materials provide students the opportunity to develop and design various networks to meet the needs of clients. Students address the use of the internet and the safety risks associated with it.

**DATA AND ANALYSIS**

**Materials align to the data and analysis standards for computer science.**

*Statements of appraisal and supporting evidence:*

Materials include specific information about business fields and utilizing data applications like Excel and Access. Students read about the content and are given multiple opportunities to practice using data input to meet the standards.

**ALGORITHMS AND PROGRAMMING**

**Materials align to the algorithms and programming standards for computer science.**

*Statements of appraisal and supporting evidence:*

Eight out of eleven standards are not met within the Algorithm and Programming standard. Students are not given the opportunity to create prototypes and algorithms in the materials. There is a lack of student use of using constructs and using feedback from users.

**IMPACTS OF COMPUTING**

**Materials align to the impacts of computing standards for computer science.**

*Statements of appraisal and supporting evidence:*

Materials present information about privacy concerns, intellectual property, deficits, and laws, but students only read about these concepts. The content does not provide opportunities to explain these concepts as indicated in the standards.

**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
---------------

80%
-----

**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:*

Content is scaffolded with skills. Students are introduced to web page editing at a basic level, and then progress to more complex tasks using different applications. This pattern is established when working with browsers, Excel, and Access. Communication is emphasized from peer to peer interactions to more complex interactions as a supervisor disseminating information to a workplace team.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Content materials provide project-based, inquiry-based, and challenge-based learning within all units. Materials are scaffolded to meet the needs of the individual students. Students are able to start career decision-making. There is a variety of outcomes to perform individually or within a team setting.

**FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

Instructional materials lack information on how to attain certifications and miss opportunities to explicitly state connections between disciplines. Students are assigned tasks based on real world applications using current technology trends that support student learning.

**FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

Technology is integrated within each of the units from desktop publishing to web design, database creation and management. Authentic tasks are geared towards critical thinking skills pushing the students to see new and innovative ways to solve problems.

**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
73%	72%

**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:*

Pacing guides provide time frames and lesson direction to help plan the implementation of the course. Learning objectives are mentioned in guides, lessons, activities, and labs, but are missing the explicit statement of standards. Modifications are included for all learners and content includes tools such as podcasts of lesson material, picture dictionaries, and a translator.

**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:*

Material provides a variety of assessments including creating web pages, business plans, supporting policies and related documents. The materials do not address all the standards. Both the 1A and 1B courses include a multiple choice midterm and final exam (summative), multiple labs and activities (summative and formative), and critical thinking/discussion questions (formative). Each learning guide provides general suggestions to modify for above, below, and EL students, but do not provide alternative assessments within the content; it is only in the guide.

**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:*

Curriculum has embedded Intrapersonal Employability skills to include collaboration, self-understanding, social responsibility, accountability, critical thinking, and digital literacy. Each of these elements allow a student to use their own background, within the content. Students reflect on their own learning, but do not explicitly relate to diversity in culture and language. Students create an ultimate career plan in 1B Unit 7 Activity 1. This requires multiple steps and synthesizes the content presented throughout the course. Students have the opportunity to include their culture, lives, values, as well as represent the NM industry, though that not explicitly stated. Content uses various real world examples (Uber, Facebook, Instagram, etc) but does not include ethnic descriptions, interpretations, or perspectives of events and experiences.

**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 and Reading and a MA in Education with a Learning Technologies Emphasis. Reviewer holds an NM Level II K-8 teaching license with certifications in Technology Education, Information Technology Coordinator, Reading, Language Arts and Social Studies. Reviewer has 21 years of teaching experience in New Mexico, with 9 years within elementary schools from grades 3rd to 5th, and the most recent 14 years as a middle school technology teacher focusing on Information Technology, Computer Graphics, Web Design, and Computer Science.

*Professional summary of material:*

*Business Information Management 1a & 1b* is a two-semester curriculum course. It can be used exclusively in online continuous learning or in a blended classroom. Students are introduced to various topics ranging from Business Basics, Ethics, and Business Law to Computer Hardware, the Internet, Web Design, and OS and File management within the first semester. Semester two focuses on Workplace Communications, Email, Desktop Publishing, Spreadsheets, Databases, Slide Presentations, Career Development, and then the Future of Business Technology. Among the units, the students are given background about each subject they read about and then do various hands-on activities and labs practicing what they learned about in each unit. Students are given the flexibility for the outcomes of their assignments based on their own personal preferences. They are given interactive flashcards and have the ability to interact with their classmates in discussion posts. There are standards not covered or even not included within the materials.

Reviewer #: 59

*Background and experience:*

Reviewer # 59 has a level III New Mexico teaching license with an MA in Curriculum and Instruction and endorsements in the areas of Language Arts, TESOL, Reading 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 different support positions. Currently, Reviewer # 59 is an Instructional Support Specialist supporting teachers in all subject areas within the school. Reviewer # 59 has previous experience with the review process. Reviewer # 59 has experience developing and implementing the New Mexico Instructional Scope in Language Arts and Social Studies and well as the development of the Culturally and Linguistically Responsive Scorecard.

*Professional summary of material:*

The Business Information Management 1A and B course provides the students opportunities to practice the skills that are being taught. They have the flexibility to do this through different labs, activities, discussions, critical thinking questions, project based and inquiry based lessons. Students are also given the choice of completing many assignments within groups or individually. Strategies and supports are provided within the teacher's guide to differentiate instruction to meet the needs of all learners. The materials provide language objectives within the teacher's guides, but do not reference standards anywhere in the curriculum. The materials provide opportunities for students to reflect on their own learning and create action plans.

Reviewer #: 60

*Background and experience:*

Reviewer # 60 holds a BA and MA in secondary education and is a NM Level III teacher. Reviewer has 17 years experience in public education across three different states from grades 7- post secondary education. Reviewer has participated in several NM and AZ assessment committees.

*Professional summary of material:*

The Business Information Management 1A and B course presents real world scenarios and encourages students to apply the readings, labs, and activities, encouraging critical thinking and problem solving skills. The flexibility of the content, the tools provided, and suggested modifications help to ensure all learners are successful in the course. There are multiple opportunities that allow students to show their knowledge. The materials do not address all the standards. Students can include their own culture, background and geographic location, but this is not something that is explicitly stated in the course.