2017-2018 WCSD French Program Evaluation Rubric

Evaluator Number

14

Program Number

1

Name of Text

Contacts

Publisher

Heineken Cengage Learning

Rate This Text Overall

- [ ] High
- [ ] Mid
- [x] Low

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

There are examples of poems and culture articles interspersed throughout, but they still leave a lot to be desired. The teacher is still required to a lot to move the students to the interpretive level.

- ( ) Not at all
- (•) Minimally
- ( ) Adequately
- ( ) Consistently

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

The vocabulary and flow is based around a sort of natural style. The chances for students to practice interpersonal communication are trite and limited. All opportunities seem staid and forced. Though the text is trying to push the language more into the 21st century - chances for writing via text and other things are limited.

- ( ) Not at all
- (•) Minimally
- ( ) Adequately
- ( ) Consistently

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

The online version does provide power points. The information throughout is not every engaging to the students.

- ( ) Not at all
- (•) Minimally
- ( ) Adequately
- ( ) Consistently

How well are the 3 modes progressively taught from first year to third year?

What does this look like in the materials?
Comments?

It appears to all be in one book, which would be convenient. The pacing seems consistent, but limited.

- ( ) Not at all
- ( ) Minimally
- (•) Adequately
- ( ) Consistently

Core Practices

Text supports the use of the target language at least 90% of the time.

What does this look like in the materials?

Comments?

It does well keeping in the target language. It doesn't translate when using cognates unless they are false cognates which is good.

- ○ Rarely
- ○ Sometimes
- ● Frequently
- ○ Consistently

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

All grammar and vocabulary is explicit.

- ● Rarely
- ○ Sometimes
- ○ Frequently
- ○ Consistently

Authentic resources and texts are used to increase proficiency in the interpretive mode.

What does this look like in the materials?

Comments?

Some authentic resources, but they are limited.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

Listening looked basic and not as authentic as needed.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Listening comprehension and reading/writing activities are connected

Comments?

Somewhat. You really had to look at it and the online resources weren't user friendly at all.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Communication (Interpersonal) activities in text are authentic and promote proficiency

Comments?

They are very forced and not fun.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

I really didn't see much for presentational other than what I could figure it out.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Nevada Academic Content Standards for World Languages

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

What does this look like in the materials?

Comments?

Does present different examples for francophones, but they are limited and stilted.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

What does this look like in the materials?

Comments?

Doesn't really seem deeply investigated.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language function in academic and career-related situations.

What does this look like in the materials?

Comments?

In the beginning, there is information for living on campus, what are you studying.

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Cultures: Interact with cultural competence and understanding. Learners use the language to investigate, relate, and reflect on the relationship between products, practices, and perspectives.

What does this look like in the materials?

Comments?

Very limited

- ○ Rarely
- ● Sometimes
- ○ Frequently
- ○ Consistently

Level of Proficiency

At which level of proficiency is this text and what is the evidence? Check all that apply

- [x] Novice Mid
- [x] Novice High
- [x] Intermediate Low
- [x] Intermediate Mid
- [ ] Intermediate High
- [ ] Advanced Low

It begins with basic. Last chapters have conditional and subjunctive conjugations. The grammar is explicit, but gains in difficulty with the intervening chapters.

	Strengths	Weaknesses
1st Year	Flow seems to be natural	Vocabulary is limited; Most grammar is explicit and not used in context.
2nd Year	See 1st year	See 1st year
3rd Year	See 1st year	See 1st year

Check all that apply:

- [ ] Tiered Resources
- [ ] Differentiation Opportunities
- [ ] Student-Centered Assessment
- [ ] Explicit Can-Do Statements
- [ ] AP Theme Connections with the 3 P's
- [ ] Visually Appealing Options
- [x] Culturally Reflective of Francophonie
- [x] Accessible Via Technology
- [ ] Tasks Are Backwards Mapped to AP
- [ ] Rubrics