2017-2018 WCSD French Program Evaluation Rubric

Evaluator Number

5

Program Number

1

Name of Text

Contacts 9th Ed

Publisher

Heinle 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?

Some of the activities and illustrations align with interpretive skills. For example, cultural notes written in French. However, much of the vocabulary is translated in reading sections.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Some of the activities promote interpersonal communication. Moreso on the electronic resource. However, the prompts are dry and basic with little or not images and written in English.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

There are prompts that give the student context for presentational skills. The text progresses quickly without adequate opportunity for practice at each level.

- ( ) 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?

There is a single text without delineated scope and sequence.

- (•) 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?

Directions for activities run 50/50 French and English. There is not much context to help the learner derive meaning from illustrations and practice points.

- (●) Rarely
- ( ) Sometimes
- ( ) Frequently
- ( ) Consistently

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

No. Vocabulary is explicitly taught and translated from French/English.

- (●) 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?

There is an attempt but images/resources are dated and random.

- (●) Rarely
- ( ) Sometimes
- ( ) Frequently
- ( ) Consistently

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening materials are available in the online package. The content progresses too rapidly for a first year book.

- (●) Rarely
- ( ) Sometimes
- ( ) Frequently
- ( ) Consistently

Listening comprehension and reading/writing activities are connected

Comments?

For the most part. Many activities allow for multiple choice response to give the reader the ability to derive meaning from the vocabulary. There is a major lack of visual representation.

- (●) Rarely
- ( ) Sometimes
- ( ) Frequently
- ( ) Consistently

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

Comments?

The topics are of interest to students. There is great use of cognates. However proficiency will be difficult to achieve due to the rapid progression of grammar with inadequate levels of practice.

- ( ) Rarely
- (●) Sometimes
- ( ) Frequently
- ( ) Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

These are woven throughout the text.

- (●) 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?

- ○ 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?

There are some decent cultural points that give the reader insight to specific aspects of francophone culture.

- ○ 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?

Unit topics present real-life vocabulary.

- ○ 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?

Lacking

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

This text begins with very basic vocabulary and ends with complex grammar. The text encompasses too much content without adequate practice to be a first year text.

	Strengths	Weaknesses
1st Year		
2nd Year		
3rd 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
- [ ] Culturally Reflective of Francophonie
- [x] Accessible Via Technology
- [ ] Tasks Are Backwards Mapped to AP
- [ ] Rubrics