2017-2018 WCSD German Program Evaluation Rubric

Evaluator Number

4

Program Number

1

Name of Text

Deutsch: Na klar!

Publisher

McGraw Hill

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 is a lot of information presented in the text, but it is a single text meant to be used over a 3+ year program. There is not enough to use for the duration of the program

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

There is an opportunity for student interaction, but there is not enough information to last through a 3+ year program

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Not enough to last through a 3+ year program

- ( ) 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?

See above

- ( ) 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?

The text is well over the 50% mark in English, all grammar instruction is given in English

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

Grammar is taught explicitly, the text claims to teach grammar in context, but I am not so sure

- (●) 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?

Many authentic resources are used, but there is not enough information to last through a 3+ year program

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

I was unable to find any listening comprehension activities

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

Listening comprehension and reading/writing activities are connected

Comments?

I was not able to find any listening comprehension activities

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

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

Comments?

I believe there are partner activities built into the text, but everything is limited due to the limited length of the single text

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

Presentational activities in text are authentic and promote proficiency

Comments?

There are presentational activities connected to each chapter, but again limited

- ( ) 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?

All five areas of ACTFL standards are addressed throughout the text but there just is not enough information to last the duration of a 3+ year program in this single text

- ○ 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?

All five areas of ACTFL standards are addressed throughout the text but there just is not enough information to last the duration of a 3+ year program in this single text

- ○ 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?

All five areas of ACTFL standards are addressed throughout the text but there just is not enough information to last the duration of a 3+ year program in this single text

- ○ 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?

All five areas of ACTFL standards are addressed throughout the text but there just is not enough information to last the duration of a 3+ year program in this single text

- ○ 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
- [x] Intermediate High
- [x] Advanced Low

All levels are addressed but because this is a single text designed to last the duration of a 3+ year program everything has been compressed. This does not leave enough time or information to last a 3+ year program.

	Strengths	Weaknesses
1st Year	Authentic materials	Heavy English focus on explicit grammar instruction
2nd Year	Authentic materials	Heavy English focus on explicit grammar instruction
3rd Year	Authentic materials, German starts to take over but grammar still taught explicitly	Heavy English focus on explicit grammar instruction