2017-2018 WCSD German Program Evaluation Rubric

Evaluator Number

18

Program Number

1

Name of Text

Deutsch: Na klar

Publisher

McGraw Hill

Rate This Text Overall

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

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

Uses some authentic print materials, limited activities to practice

- ○ Not at all
- ○ Minimally
- ● Adequately
- ○ Consistently

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Provides communication activities, but only some are true interpersonal. Some activities are in main text, some in appendix--some are guided some have opportunity for open ended responses to questions

- ○ Not at all
- ○ Minimally
- ● Adequately
- ○ Consistently

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Short written assignments, speaking assignments are report back after interpersonal activity

- ○ 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?

Modes are well integrated and become progressively more complex

- ○ 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?

Explanations and directions are in english. Grammar in English. Some cultural geography in English, some in German in the back of the book. In chapter 4 directions switch to German Gramma remains in English throughout text

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Authentic context provided first, explicit grammar instruction later. Vocabulary offered in context but also isolated at end of chapter

- ● 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?

Uses authentic ads, family tree, photos and cartoons. As skills advance, increase in authentic reading texts.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening activities are contextualized

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

Listening comprehension and reading/writing activities are connected

Comments?

Some connections. Numbering isn't consistent between book and audio/video materials

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

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

Comments?

Interpersonal activities are designed around real world tasks and activities

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

Presentational activities in text are authentic and promote proficiency

Comments?

Students present on real topics. Such as people in class or real world situations

- ( ) 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?

Material all seems to be from Germany. Little to no attention given to Austria, Switzerland or German speaking minorities in other countries

- (●) 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?

Authentic materials used in text provide context and cultural competence opportunities

- ( ) 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?

Text is very practical. Provides some opportunities for communication outside the social sciences but not many

- ( ) 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?

Provides clear cultural context for Germany only

- ( ) 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
- [ ] Intermediate Mid
- [ ] Intermediate High
- [ ] Advanced Low

This one text is designed for the first three levels. One integrated text provides easy access to previously learned material

	Strengths	Weaknesses
1st Year	Audio and activities	Not well integrated with text
2nd Year	More good activities	Not culturally broad enough
3rd Year	Same	Same