2017-2018 WCSD German Program Evaluation Rubric

Evaluator Number

18

Program Number

3

Name of Text

Deutsch Aktuell

Publisher

EMC

Rate This Text Overall

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

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

Use of photos and videos instead of drawings. Student workbook also has some real text to interpret as well as drawings and publisher created. Treffpunkt Berlin videos well coordinated with levels 1 and 2. Less so with level 3

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Main text contains many activities which support interpersonal skills--both written and spoken Large variety at the end of the chapters could be used during the chapter and not just as summary activities

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Opportunities for presentational speaking and writing dispersed throughout text. There are additional presentational activities at the end of each chapter.

- ( ) 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?

Activities become more complex as students progress

- ( ) 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?

Level one has more English, probably 80% German. Other levels closer to 90%.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

There is some explicit grammar and vocabulary. Grammar explanations are short but in English. Each chapter has vocab presented visually and in lists

- ○ 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?

Lots of photos and original documents.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Audio program and Video program is staged but increases in complexity, speaking speed and vocabulary.

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

Listening comprehension and reading/writing activities are connected

Comments?

Many audio activities are in a separate workbook, but are connected in form, structure and vocabulary

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ◉ Consistently

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

Comments?

Activities are things students would want to do and could find an outside use for

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ◉ Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

Real world type activities

- ○ 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?

Many real world situations and places for students to work with cultural sidebars

- ○ 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?

Cultural sidebars and integration into all text work

- ○ 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?

Thematic range is broad enough for students to develop base vocabulary and understanding across many subjects beyond social sciences

- ○ 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?

Real world communicative activities provide opportunities for students to develop cultural skills

- ○ 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

	Strengths	Weaknesses
1st Year	Authentic visual and textual resources	Video of low quality. Large number of different workbooks beyond primary text. Instructions in english
2nd Year	Transitions nicely to this level. Instructions in german	Video quality. Not all readings in german
3rd Year	Concise explanations of complex grammar. All readings in german	Video not directly tied to text