2017-2018 WCSD German Program Evaluation Rubric

Evaluator Number

4

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?

There many reading/listening/viewing opportunities for the students throughout all 3 levels. All five 'C's from ACTFL are addressed.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

There are opportunities for student interaction, partner, group work throughout all 3 levels of the text

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Students have opportunities to share and present information they have acquired through storytelling, presentations, etc.

- ( ) 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?

In the first year text the stage is set. Quite a bit of English is used in the beginning, but German slowly takes over into the second and third year texts. Processes are formed in the first year text and then expanded into the second and third year texts.

- ( ) 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?

In the beginning, first year text, English is a bit too heavy. But that is slowly removed over time into the second and third year texts.

- ○ 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 throughout the text but is reinforced in context. The bulk of the grammar learning would happen through context. It seems the majority of vocabulary learning would happen in context.

- ○ 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?

The text, video program and support materials are up to date and authentic.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

I believe the support materials are authentic and would promote proficiency.

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

Listening comprehension and reading/writing activities are connected

Comments?

Yes, I believe they are.

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

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

Comments?

There are sections throughout the text that are designed for partner work/interpersonal communication. These activities seem to be authentic and would promote proficiency.

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

Presentational activities in text are authentic and promote proficiency

Comments?

There are creative projects at the end of each chapter that require the students to create something that may or may not be presented to class. The projects are often authentic and would promote proficiency.

- ○ 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?

Students are encouraged to create communities in the classroom(partner/small group/group/class) and virtual/online communities with schools in other communities in the German speaking world.

- ○ 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?

Students will start to draw connections within the language and with English through all 3 levels of the 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?

Through the cultural activities in the text and the unit opener students will start to make connections with other cultures and subject areas. These connections are strengthened throughout the 3 levels of the 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?

There are many readings/listening activities/video activities throughout the text designed to have the students interact with authentic materials and deepen their knowledge of German speaking culture.

- ○ 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 and there seems to be realistic timeline of growth from first year to third year.

	Strengths	Weaknesses
1st Year	Easy to access, engaging for students, good balance of cultural/factual knowledge	Heavy use of English throughout
2nd Year	Easy to access, engaging for students, good balance of cultural/factual knowledge, rigor increases from 1st year text	Still quite a heavy focus on English throughout the text
3rd Year	Easy to access, engaging for students, good balance of cultural/factual knowledge, rigor seems to be appropriate and English starts to disappear	