2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

19

Program Number

1

Name of Text

En espanol

Publisher

Santillana

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?

Text provides multiple readings with accompanying levels of comprehension questions. Recall as well as analysis. Varied text types presented with analysis of text types and purpose.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Opportunities to write letters, create publications/posters, limited speaking activities in text or workbook, but could easily be integrated by teacher.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Integrated and thematic assignments that ask students to present using various formats, purpose, target audience, 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?

Seems to be a great progression, with slow and repeated exposure to advanced lit concepts and works. Focus on genre, types of text. Presentational and interpretive modes well addressed, interpersonal not as well, but still present.

- ( ) 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?

Yes text is entirely in Spanish with all teacher materials also in Spanish.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

All grammar is presented within the context of the chapter theme, very good integration of grammar topics. Limited integration and presentation of academic vocab, or conversely it is so well integrated that it seems missing.

- ○ 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?

Wide variety of authentic resources integrated across the levels.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Limited listening activities

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

Listening comprehension and reading/writing activities are connected

Comments?

Focus on reading and writing skills. Native language course.

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

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

Comments?

Focus on authentic written interpersonal activities throughout the text.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Yes, students are asked to work within thematic contexts to present info in a variety of contexts.

- ○ 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?

Authentic readings from throughout the Spanish speaking world. Focus on dialectical differences and thematic connections to living in an increasingly connected 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?

Thematic integration of grammar, including spelling, accents, allow students to improve language skills while focusing on applicable themes.

- ○ 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?

Various cross curricular connections are mades, specifically with environmental science, history/social sciences, Language arts. The texts include a variety of authentic informational texts.

- ○ 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?

Thematic units include a presentation of cultural, while asking students to reflect upon culture, their own and those of others.

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

Level of Proficiency

At which level of proficiency is this text and what is the evidence? Check all that apply

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

The various levels of the text correspond different levels of proficiency.

Nivel 6= Int. Low. Students area asked to "comprehend main ideas and identify supporting details.

	Strengths	Weaknesses
1st Year	N/a	
2nd Year	N/A	
3rd Year	N/A	
Heritage 1st Year	Excellent integration of grammar and linguistic topics. Great progression across levels. Consistent use of thematic units, linked to AP/IB	Limited listening activities incorporated, as well as limited spoken interpersonal activities, with an emphasis on the modalities of reading and writing.
Heritage 2nd Year	Integration of grammar and language topics. Exposure to literary works and authors from Spanish speaking cannon. Alignment with IB/AP topics	Limited listening and spoken interpersonal activities.