2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

19

Program Number

2

Name of Text

El mundo hispano

Publisher

Cengage

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?

Various and ample selection of readings with accompanying comprehension activities.

- ( ) 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 practice the interpersonal mode are almost nonexisten in student text. Student activities handbook includes minidialogos, which require a recording to complete, found on CD not online.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Once again very limited opportunities to practice this mode through the student text, yet presentational practice is present in student activities manual.

- (•) 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?

I am only seeing one level, curso intermedio, very difficult to see progression through one level.

- ( ) 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?

Over reliance on explanation of grammar concepts in English, in some sections not all.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

Vocabulary is being presented within the context of the readings, yet seems to be too much of an emphasis on slang "jerga" used in certain regions or countries.

- ○ 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?

Literary excerpts, biographies, and informative readings are the strong suit of this text. A bit too advanced for many of my 3-4 Native Speakers of Spanish.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

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

Listening comprehension and reading/writing activities are connected

Comments?

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

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

Comments?

Very few communication activities present in text.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Very few presentational activities present in text.

- ● 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?

Geographical units, lend to direct instruction of culture including slang, and historical figures.

- ○ 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?

Grammar focus on parts of speech as well as latin roots and prefixes lends to insight on the nature of language.

- ○ 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?

Informative readings include connections mostly with literature, social sciences, and environmental 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?

Superficial review of culture through historical events and figures. Reoccuring thread of pre-colombian-post-Colombian America.

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

Basic grammar is presented with more difficult readings, leading to very difficult grammar towards end of text. Writing opportunities are contrived and presented in an overly complicated context.

	Strengths	Weaknesses
1st Year		
2nd Year		
3rd Year		
Heritage 1st Year	Emphasis on geography and history.	Too advanced, lack of variety of activities. Flimsy cover.
Heritage 2nd Year	Exposure to literary figures and excerpts from varied countries/ regions.	Flimsy cover, lack of variety. Geographic organization not ideal for AP/IB instruction