2017-2018 WCSD French Program Evaluation Rubric

Evaluator Number

14

Program Number

2

Name of Text

Sur le vif

Publisher

Heinle Cengage Learning

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?

Reading are current and somewhat relevant

- ○ 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 suggested opportunities.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Gives ideas and lots of opportunities for writing and peer editing.

- ○ 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?

This book is only for French 3/4 or French 5/6. But the three modes are expressed consistently through each book.

- ○ 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?

Most readings, activities and questions are written in French.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Students are given readings and asked to "discover" why things are used in context. The grammar is only taught explicitly in the student activity book. Mainly to provide students with extra practice.

- ○ 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?

All readings are from native French speakers. Lots of young writers. Songs, poems, novel extracts, etc...

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

The online version is not very user friendly and the audio seems to make the readings but not as engaging.

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

Listening comprehension and reading/writing activities are connected

Comments?

They all seem to be connected well through each chapter

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

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

Comments?

So appear a little forced, others are very good.

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

Presentational activities in text are authentic and promote proficiency

Comments?

The chances to write are good. I wish there were more opportunities for students to speak and present to their classmates.

- ○ 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?

Talks about immigration, francophones, environment, etc....

- ○ 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?

- ○ 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?

Trying to bring in topics like immigration and environment to help students connect.

- ○ 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?

- ○ 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

	Strengths	Weaknesses
1st Year		
2nd Year	90% in target language. Relevant and current readings Grammar is in context	Not a lot of listening
3rd Year	Seen 2nd year	

Check all that apply:

- [ ] Tiered Resources
- [x] Differentiation Opportunities
- [ ] Student-Centered Assessment
- [ ] Explicit Can-Do Statements
- [x] AP Theme Connections with the 3 P's
- [x] Visually Appealing Options
- [x] Culturally Reflective of Francophonie
- [x] Accessible Via Technology
- [ ] Tasks Are Backwards Mapped to AP
- [x] Rubrics