2017-2018 WCSD French Program Evaluation Rubric

Evaluator Number

14

Program Number

3

Name of Text

En Avant

Publisher

McGraw Hill Education

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 are videos available where students have to listen and interpret what is being said.

- ○ 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 activities and exercises to prompt students to come up with original speaking, however they are not as real world as I would like

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

- ○ 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 for first year french only. The three modes look to be spread throughout the text.

- ○ 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?

All section titles are in French. Most of the activities and exercises are in French. The cultural tie in are 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?

Though tied into context, vocabulary is reviewed and taught in isolation. Year one is odd though because you are doing so much vocabulary work

- ○ 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?

Connections to music, movies, books, and other cultural connections are available throughout.

- ○ 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?

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

Presentational activities in text are authentic and promote proficiency

Comments?

I had a hard time finding presentational activities in this year one book. They were there, but are hard to identify. I may have missed some.

- ○ 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?

- ○ 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?

- ○ 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

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

	Strengths	Weaknesses
1st Year	The book uses lots of French.	The website is blah. It has video resources, but navigation and user-friendliness could use some work
2nd Year	With topics, grammar, and vocabulary, this book could definitely be used for 1/2 and 3/4	See above
3rd Year		

Check all that apply:

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