2017-2018 WCSD French Program Evaluation Rubric

Evaluator Number

5

Program Number

4

Name of Text

Bien Dit!

Publisher

Holt McDougal

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?

The beginning of each chapter offers a "modes of communication" box that explains the use of each mode throughout the chapter.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

The "application" activities in the back of each chapter allow the student to put all of the grammar and vocabulary into practice. There are a variety of choices.

- ( ) 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?

Outlined and lined out from year to year.

- ( ) 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?

The practice activities use simple phrases with answer choices that allow students to use vocabulary in context. The writing practices give variety and teach the writing process (so many students need this reinforcement".

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Grammar sections are taught with communication in mind. The activities allow for choosing the correct conjugations in conversation context. Grammar points are presented and supported with examples and practice activities for each new concept.

- ○ 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?

For example: the genealogy of Napoleon.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Canned and repetitive. Lack creativity.

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

Listening comprehension and reading/writing activities are connected

Comments?

Activities are partnered together in each section.

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

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

Comments?

The activities provide practice tied into culture.

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

Presentational activities in text are authentic and promote proficiency

Comments?

- ○ 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?

The cultural aspects tie-in to vocabulary and grammar.

- ○ 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?

"Culture applique" such as the French alphabet writing.

- ○ 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?

Lecture and ecriture provides examples from francophone authors and lessons about genres.

- ○ 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?

Each chapter showcases a different francophone culture with differing aspects of culture. The cultural reaches many francophone countries and covers a variety of cultural topics using authentic resources. I was unable to access these online.

- ○ 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

The Bien dit! Series includes 3 year-long levels of the text with support in the format of a packaged assessment program along with a cahier de vocabulaire et grammaire. The online resources are not 100% complete. The assessment program is a "one size fits all" approach, however the book give suggestions for modifying the testing materials and strategies for different learners

	Strengths	**Weaknesses**
1st Year	The standards are articulated in each chapter. Activites for multiple intelligences and different leaning levels are thgoubtout	Resources for Spanish speakers?
2nd Year	Workbooks have reinforcement activities for vocabulary, grammar. Cultural points and resources are embedded throughout the lessons	Formative assessment lacking.
3rd Year	/continuation through presentation, practice and strategy in each chapter. Cultural references index. AP prep. National stards alignment.	Assessment program could be more adaptive.

Check all that apply:

- [x] Tiered Resources
- [x] Differentiation Opportunities
- [x] Student-Centered Assessment
- [x] 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
- [x] Tasks Are Backwards Mapped to AP
- [ ] Rubrics