2017-2018 WCSD French Program Evaluation Rubric

Evaluator Number

14

Program Number

4

Name of Text

Bien dit!

Publisher

Houghton Mifflin Harcourt

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?

At the start of each chapter, each objective of each mode is described. As you progress throughout the chapter different exercises are defined in the margins of the teacher's edition.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

See above and at the beginning of Level 3 are a series of games that could be created and played to help improve all three modes

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Each chapter provides two ideas for presentation for each chapter.

- ( ) **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?

The modes seemed to be consistently in the textbook creators minds. The types and activities are followed through all three levels.

- ( ) **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?

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

They teach vocabulary in context, but grammar is still pulled out and explicit. There are great attempts to get it in context.

- ○ 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?

In the Level 3 book, these are much more authentic. The writers make attempts in the Level 1 and Level 2 books.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Videos are available online and from the materials - possible dvd as well

- ○ 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?

- ○ 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?

Each chapter has a geo/cultural aspect.

- ○ 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?

The students read and listen to information about francophonie countries around the world. On the website the have a google exploration aspect as well. Though not completely done - it looks like it will have a cool feature.

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

	Strengths	Weaknesses
1st Year	Tied to standards and we are given those connections. The online materials are more varied, easier to navigate, and more user friendly	Would like more authentic resources
2nd Year		
3rd Year		

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
- [ ] Tasks Are Backwards Mapped to AP
- [x] Rubrics