2017-2018 WCSD German Program Evaluation Rubric

Evaluator Number

18

Program Number

4

Name of Text

Deutsch heute

Publisher

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?

Few authentic pictures to interpretive pictures or of ads, etc. Texts written for the book are clear and appropriate follow up activities are appropriate and useful

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Many opportunities for spontaneous authentic speaking

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Opportunities in each chapter for writing activities that could also be completed as presentational speaking

- ( ) 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?

Progresses in logical and interesting way

- ( ) 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?

Almost all exercises and activities are presented in German. There are readings in both languages. Grammar sections are in English.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Explicit grammar and vocabulary come after concepts are introduced. Follow up activities are available in the text

- ○ 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?

Most texts and resources are not authentic

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Unable to listen

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

Listening comprehension and reading/writing activities are connected

Comments?

Unable to tell

- (●) Rarely
- ( ) Sometimes
- ( ) Frequently
- ( ) Consistently

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

Comments?

Most are well done but not authentic

- ( ) Rarely
- (●) Sometimes
- ( ) Frequently
- ( ) Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

Activities could be further developed

- ( ) 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?

Information on all German speaking groups

- ○ 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?

Provides English language readings on culture provided culturally embedded activities

- ○ 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?

Provides opportunities for using German across disciplines

- ○ 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?

Video resources where this is supposedly embedded were not available for preview

- ○ 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

College level book sprinting through novice levels

	Strengths	Weaknesses
1st Year	Lots of embedded vocab	Lots of grammar
2nd Year	Inauthentic	Inauthentic
3rd Year	Inauthentic	Inauthentic