2017-2018 WCSD German Program Evaluation Rubric

Evaluator Number

4

Program Number

5

Name of Text

Mosaik German Language and Culture

Publisher

Vista

Rate This Text Overall

- [ ] High
- [ ] Mid
- [x] Low

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

It was a little hard to judge without access to the online 'Supersite'. We did not have log-in info on that. And it seems that quite a bit of the pure German activities and resources were there. The book seems to follow a more traditional grammar translation approach when viewed without the online components.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

It was a little hard to judge without access to the online 'Supersite'. We did not have log-in info on that. And it seems that quite a bit of the pure German activities and resources were there. The book seems to follow a more traditional grammar translation approach when viewed without the online components.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

It was a little hard to judge without access to the online 'Supersite'. We did not have log-in info on that. And it seems that quite a bit of the pure German activities and resources were there. The book seems to follow a more traditional grammar translation approach when viewed without the online components.

- ( ) 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?

There seems to be a dramatic jump from first year into second year, but again I only had access to the textbook to make this judgement.

- ( ) 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?

There is A LOT of English used throughout the text. Grammar does not seem to be taught in context.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Again grammar is taught directly and supported in context. Each chapter leads into the next describing more and more difficult grammar structures. I feel like I am looking at a text from 20 years ago.

- ● 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?

Again without the use of the online materials I would have to rank this low.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

The video series is nice. It seems engaging, but that alone is not enough to give this a high rating.

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

Listening comprehension and reading/writing activities are connected

Comments?

I am not sure. I tried to open and use the 'Teacher Resources' DVD, and it autoplayed to a listening quiz of some kind. I was not able to navigate to anything on the DVD, so I can only mention the 'Video Collection' DVD. It is good, but again not enough to link appropriate real language activities to the text.

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

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

Comments?

I am not sure. I tried to open and use the 'Teacher Resources' DVD, and it autoplayed to a listening quiz of some kind. I was not able to navigate to anything on the DVD, so I can only mention the 'Video Collection' DVD. It is good, but again not enough to link appropriate real language activities to the text.

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

Presentational activities in text are authentic and promote proficiency

Comments?

In the Wiederholung section there seems to be some Presentational Activities that take shape in the second year text.

- ( ) 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?

There are various areas of the German speaking world referenced throughout each chapter, but again this feels like a text created 20 years ago.

- (●) 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?

Students might be able to draw insight into German culture, but not without heavy work on the teacher's part. This is not an unrealistic request, but again I do not see the text providing more 'modern' approaches to language instruction.

- ( ) 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?

While looking at the text I imagine connections to other disciplines might form.

- ( ) 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?

This is where I believe the text is quite weak. Much of the cultural information in the first level is all in English. I understand the students do not have the language to grasp complex ideas like the German school system, but I believe this can be done in German In a way that does not require massive information in English.

- (●) 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

I believe all levels are addressed, but I do not believe proficiency will be attained for a diverse population using this text. But they attempt to hit all of these levels.

	Strengths	Weaknesses
1st Year	Thorough, thick, specific	Too grammar driven from the beginning, too easy to lose students' interest in the beginning
2nd Year	Thorough, thick, specific	The switch is made to German at some point in this text, but it might be too late
3rd Year	Thorough, thick, specific	German is now the norm, but students will not reach suitable proficiency to master this text, again I viewed this without the luxury of seeing the online