2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

10

Name of Text

Asi se dice

Publisher

McGraw Hill Educaiton

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?

Textbook and additional resources contain lots of interpretive activities for students

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Activities in textbook and student workbook for students to use spontaneous Spanish, and to exchange information.
Activities allows students to observe and monitor one another to see how their meanings and intentions are being communicated.
Speaking and listening activities (conversation activities)

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Writing messages, flyers, short stories
Speaking: narrating, audio/video prompts (digital resources) for students to speak in the target language

- ( ) 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?

Chapters build on each other. Thematic units with vocabulary list per lesson.
Thematic units

- ( ) 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?

Lots of activities for students to stay in at least 90% of target language.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

It is presented in both implicit and explicit methods. Readings, culture, authentic communicative activities

- ○ 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?

Lots of authentic resources (both in their printed form and digital resources).

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Each lesson has lots of listening comprehension activities that seemed authentic. Diversity in Spanish accents.

- ○ 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?

Each chapter has a section for students to complete presentational activities. These seem authentication and promote proficiency have

- ○ 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?

Activities for students to further their communicative skills outside of classroom.
Digital resources for students to continue working on activities at home.
Culture from around the world

- ○ 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?

Cultura sections-student activities for him/her to make comparisons.
Each chapter introduces cultural photos and informative captions
Themes in the different chapters relate to different Spanish-speaking countries.
Students practice vocabulary and grammar concepts to talk/write/listen about cultural facts (grammar within the context of the chapter theme)

- ○ 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?

The many themes touch on diverse perspectives. Chapter themes also engage students to use Spanish in academic and career-related situations. For example, "en el avion, vamos de compras, deportes" units.

- ○ 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?

Student projects can help students interact with cultural competence and understanding. Textbook has student activities for students to use Spanish to investigate, relate, and reflect on the relationships between products, practices, and perspectives.

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

Level of Proficiency

At which level of proficiency is this text and what is the evidence? Check all that apply

- ☐ Novice Mid
- ☐ Novice High
- ☐ Intermediate Low
- ☐ Intermediate Mid
- ☐ Intermediate High
- ☐ Advanced Low

	Strengths	Weaknesses
1st Year		
2nd Year		
3rd Year		
Heritage 1st Year		
Heritage 2nd Year		