2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

10

Name of Text

Asi se dice

Publisher

Mc Graw Hill Education

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?

Text provides reading and listening activities with an AP approach. Students have a listening and then are given time to respond to questions or have to write about what they heard. Work is provided more in the Digital Resources.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Text provides students wth the ability to negotiate meaning to either a picture or a listening section. Students are able to communicate with spontaneity. Work is provided more in the Digital Resources versus the book.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Text does provide some scenarios for students to provide a presentation in groups of two. Students can also present using the written prompts.

- ( ) 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?

Materials and activities are very basic. There are minimal directions. Work doesn't seem stimulating. The modes are taught from first to third year but overall I don't see much improvement in the difficulty of the activities from one year to the next.

- ( ) 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?

Text supports target language usage some of the time. Directions are in English and very minimal. Work seems to also be in English sometimes.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Grammar is explicit and explained but only after the vocabulary is presented. Vocabulary is presented in simple form, words with pictures. Vocabulary is not presented in text or in sentences. There is a list of vocabulary at the end of the unit.

- ● 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?

Text provides for many readings both in the text and in the workbook and on the Digital Resources. The readings are geared towards their reading level and moving the student up to a more AP level through the levels of the text.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Text does provide for listening opportunities both in the text and the workbook and on the Digital Resources.

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

Listening comprehension and reading/writing activities are connected

Comments?

Listening comprehension and reading and writing activities are connected. Listening activities are indicated with the headphones. Additional listening activities are provided in the workbook.

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

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

Comments?

Communication activities do promote proficiency and are authentic. Guidelines are not set in stone and therefore students can use what they know to answer questions or to ask.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities are more prevalent in the workbook and Digital Resources not so much in the textbook. At the end of the lesson there is one opportunity to write and evaluate.

- ○ 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?

At the beginning of each chapter there is a short cultural note related to the topic of the chapter and shares difference countries.

- ○ 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?

It does provide a box that says "En Otha's parties" and in this box are some comparisons to the way something is said in a different or particular country.

- ○ 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?

I haven't seen much connection to other disciplines and subjects. Subject matter is mostly presented culturally.

- ○ 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?

The book uses mostly cultural inference to present new topics and vocabulary. Vocabulary is not all relevant to what students may be discussing at home and with others.

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

Text does not push students to work on expanding their knowledge. Directions are often in English and very short. If in Spanish it is usually one word. I don't see a pre-AP connection from the lower levels based on the lack of word usage.

	Strengths	Weaknesses
1st Year	Does have listening in book and in workbook. Also does provide for free or open ended practice. There is also practice for writing. I was unable to see the	Text seems to lack structure. It is difficult to identify the mode that is in use for each activity. Seems a little boring.
2nd Year	Does have listening in book and in workbook. Also does provide for free or open ended practice. There is also practice for writing. I was unable to see the	Text seems to lack structure. It is difficult to identify the mode that is in use for each activity. Seems a little boring.
3rd Year	Does have listening in book and in workbook. Also does provide for free or open ended practice. There is also practice for writing. I was unable to see	Text seems to lack structure. It is difficult to identify the mode that is in use for each activity. Seems a little boring.
Heritage 1st Year		
Heritage 2nd Year		