2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

6

Program Number

10

Name of Text

Asi Se Dice

Publisher

McGraw Hill

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?

There are several interpretive resources in each chapter, many of which are authentic.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

- (•) 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?

- ( ) 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?

- ● 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?

Many authentic resources are used including announcements and advertisements, and literature

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

Comprehension questions were of the lowest level

- ● 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?

Few Interpersonal activities were observed, none of which were authentic.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Few presentational activities were observed, none ow which were authentic.

- ● 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?

- ○ 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?

- ● 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
- [ ] Intermediate High
- [ ] Advanced Low

	Strengths	Weaknesses
1st Year	Extensive use of authentic resources	Activities are low level, few communicative activities were observed. Activities are not authentic.
2nd Year	See above	See above
3rd Year	See above	See above
Heritage 1st Year	N/a	N/a
Heritage 2nd Year	N/a	N/a