2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

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 plenty of listening activities, but reading activities are more limited.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

There are not as many interpersonal activities as I have seen in some of the other textbooks

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Like most of the other textbooks, there are not activities which are explicitly listed as presentational, but some activities could be modified to be presentational.

- (•) 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?

I don't see a very noticeable progression. This textbook seems similar to Avancemos to me.

- ( ) 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?

Activities meant to be completed in TL, clearly, but many seem contrived.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Similar to other texts, the vocabulary is presented with pictures. The review at the end of the chapter does not have English equivalents along side the Spanish. The vocabulary is explicitly presented and then used in the context of the chapter

- ○ 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?

Authentic resources seem rare in this textbook. There are many pictures from Spanish speaking countries with captions, but not many authentic written or spoken examples.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Again, I feel this textbook is similar to Avancemos in that most of the activities are contrived. Also, there is probably less imbedded cultural aspects.

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

Listening comprehension and reading/writing activities are connected

Comments?

They are connected to the context of the chapter, but not necessarily to each other. The leer/escribir activities seem to just be fill in the blanks where the verb is given and the students have to conjugate it correctly, similar to what I've seen in Avancemos.

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

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

Comments?

No.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Again, like most of the textbooks, there are not presentational activities explicitly listed.

- ● 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?

Explanation and practice without much authenticity

- ○ 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?

Limited imbedded cultural competence activities; therefore there is not (as) much way for students to develop insight into the nature of language.

- ○ 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?

Like the other textbooks.

- ● 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?

Not much. There are sections at the end of each chapter.

- ○ 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

	Strengths	Weaknesses
1st Year	I like the foldables section at the beginning. I like the GeoVista section at the beginning.	I don't like the chapters in general. They seem very Avancemos-like.
2nd Year	Same. They are the exact same	Same.
3rd Year	Same as above, although the GeoVista sections are a bit different.	Same
Heritage 1st Year	Not present	
Heritage 2nd Year	Not present	