2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

Program Number

11

Name of Text

Espanol

Publisher

Santillana

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?

There are many listening and reading exercises

- ( ) 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 many exercises in which the students talk with each other or

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Like other texts I've evaluated, this text doesn't seem to have many activities specifically for presentations, but many activities could be modified so that students have to present. However, there is a project at the end of each chapter and the students have to present their project

- ( ) 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?

Seems to be a good progression.

- ( ) 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?

It seems to require the language as much as any other text I've reviewed, if not more.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

Grammar and vocabulary are explicitly presented and then practiced.

- ● 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?

There are many authentic resources which accompany the text. I assume they would be included with the purchase. There are many connections made to culture and other disciplines throughout the text.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

The listening activities seem to be similar to the types that are given on the AAPPL

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

Listening comprehension and reading/writing activities are connected

Comments?

There are many activities that are "listen and write," as well as others which are "read and respond," "talk and write," etc.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ◉ Consistently

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

Comments?

As much as any other of the texts I've seen.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ◉ Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

Probably more than other texts I've seen

- ○ 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 a lot of connections to other cultures throughout the text. This text seems to be the most like the AAPPL that I've seen.

- ○ 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?

Yes. Activities of all types.

- ○ 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?

Yes. There are short sections in each section which explicitly note the connections with other disciplines.

- ○ 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?

Again, a lot of culture imbedded in each section throughout the text.

- ○ 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

Text comes in three levels with the first level broken into two texts for middle school, but only one text for high school.

	Strengths	Weaknesses
1st Year	Provides a very good introduction to the language with enough support for students to feel confident CULTURE	Vocab and grammar presented explicitly
2nd Year	Advances beyond the first text to an appropriate level for second year CULTURE	Same
3rd Year	Advances to a level that requires nearly 100% TL CULTURE	Same
Heritage 1st Year	Did not evaluate	
Heritage 2nd Year		