2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

11

Name of Text

Espanol Santillana

Publisher

Santillana USA Publishing Company, Inc

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 lots of interpretive communication activities: interpretive communication in print text, print and audio texts combined, audio texts only, e-mail responses. Both in textbook, student workbook and on-line resources

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Lots of interpersonal activities (interactive speaking/pair, small and big group activities): textbook, workbook, and in the additional resources that accompany this textbook.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Lots of presentational activities (writing and speaking): in textbook, workbook, and in the additional resources that accompany this textbook, including on-line resources

- ( ) 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?

Textbooks are organized by units around "Desafios" which challenge students to achieve certain tasks. Students Desafios are centered around the cultural and communicative context in each challenge. Vocabulary and grammar are presented in context with the framework

- ( ) 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?

There are lots of activities that would encourage students to stay in at least 90% of the time in the target language. In textbook, there are group/pair activities, the on-line resources are helpful to encourage students to read and write in the 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?

Grammar is presented in context, there are specific pages, both in student textbook and on-line resources, that present grammar and vocabulary in context. Many of the activities have images, and students solve each chapter's challenge using the vocabulary and grammar within the framework of each "Desafio."

- ○ 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 "Lecturas" readings, poems, short stories, and audio/visuals.
Lots of cultural information with authentic images/videos
Variety of Spanish accents from many Spanish-speaking countries.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening comprehension seems authentic and all the different activities students can do seems to also help promote proficiency. Each chapter has a target vocabulary and grammar in context, and students are exposed to these in all the different activities/audios/videos.

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

Listening comprehension and reading/writing activities are connected

Comments?

Student workbook and on-line student activities contains lots of reading/writing activities for students to practice their listening comprehension skills, these are also well connected.

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

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

Comments?

Each lesson exposes students to interpersonal activities that seem authentic like writing e-mails or using the target language using the chapter's vocabulary and grammar concepts that need to be practiced to gain proficiency.
The student workbook also provides students with strategies for taking each portion of exams, it gives students sample answers and practice activities.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Speaking and writing presentational activities focused on a certain communicative function. For example in L1 textbook: identifying of self, describing people or places, expressing feelings or states.

- ○ 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 sections in the teacher's edition textbook that explains how the National Standards are connected the activities students will need to practice in order to learning Spanish. The on-line resources are wonderful, there is a great variety of activities and grammar explanation. Activities that both the application and teacher can grade.

- ○ 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?

Desafios are tied to a cultural topic.
Each chapter covers cultural information from a country (about 8 per level).
Mapas culturales compare a cultural practice or product in different Spanish-speaking countries

- ○ 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?

Many of the themes in the different chapters are connected to other disciplines.
The first pages of each chapter has general information about a country which students will learn about. In each chapter various cultural aspects are presented.

- ○ 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?

Culture is presented in each lesson. The "Desafios" helps students interact with cultural competence and understanding. Lots of textbook and on-line resources where student can practice using the language to investigate, related, and reflect on the relationships between products (Desafios), practices (textbook/workbook/on-line activities), and perspectives (cultures and connections activities).

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

Levels 1, 2, 3, 4 (Pre AP and Middle school 1A, 1B textbooks)

	Strengths	**Weaknesses**
1st Year	Lots of resources. Textbook and workbook activities are engaging Lots of on-line resources Students can use textbook and	
2nd Year	Same as 1st year Each activity is presented in a chart to match the standards and type of resource Each lesson has teacher w	
3rd Year	Same as 2nd year (lots, lots of resources, CDs: audios/videos, printed and on-line resources. Assessments can be automatically graded by	
Heritage 1st Year		
Heritage 2nd Year		