2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

11

Name of Text

Espanol Santillanas

Publisher

Santillana

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 some listening sections. There is an entire workbook dedicated to listening. There are culture sections and a Cultural Map to read and interpret. There is one Lectura per unit. It includes some questions and prompts.

- ( ) 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 for two way negotiation of meaning but sparingly and without much guidance.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Text provides few areas or prompts for oral or written presentation. Some work in provided in the textbooks.

- ( ) 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?

The text is the same structure throughout each year. Each of the three modes is presented the same throughout each level.

- ( ) 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?

Directions are in Spanish. Culture sections are in Spanish.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Vocabulary is broken down into three chunks for students to use and then reinforce with further vocabulary. It is presented to be used but overall the text doesn't make the vocabulary use interesting.

- ○ 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?

Sometimes there are letters to a pen pal but mostly information is presented in a cultural format. Culture is the least interesting for students to just read.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

There are listening sections and prompts and a workbook with additional listening.

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

Listening comprehension and reading/writing activities are connected

Comments?

Listening sections are available but with written activities.

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

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

Comments?

Communication activities are vague and open ended. Students will tend to give up before attempting to fill in the void of speaking.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities are few and again without much prompting for the student. Not many are present.

- ○ 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 many culture sections for teacher and student.

- ○ 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?

I don't see much in the way of comparisons between our culture and that of other cultures.

- ○ 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 do not see many connections to 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?

Text doesn't prompt students to investigate and reflect of relationships.

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

	Strengths	Weaknesses
1st Year	Vocabulary is relevant to students. It is presented straight forward.	I do not like the excessive workbooks. Students will not carry around all of them. The text is too big. The repetition of the conversations in a comic strip
2nd Year	Vocabulary is relevant to students. It is presented straight forward.	I do not like the excessive workbooks. Students will not carry around all of them. The text is too big. The repetition of the conversations in a comic strip
3rd Year	Vocabulary is relevant to students. It is presented straight forward.	I do not like the excessive workbooks. Students will not carry around all of them. The text is too big. The repetition of the conversations in a comic strip
Heritage 1st Year		
Heritage 2nd Year		