2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

12

Name of Text

Autentico

Publisher

Pearson

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?

Interpretive listening and reading activities- lots of these both in hard copies and on-line resources. EAch chapter has these types of activities. ?They are labeled in the teacher's edition

- ( ) 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 communication, speaking (labeled in each chapter

- ( ) 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 ideas/options for speaking and writing activities (hard copies and on-line)

- ( ) 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?

Themes similar to our district's standards. Review themes/grammar at the beginning of each level/textbook

- ( ) 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?

Reading comprehension activities, listening activities with questions, video activities with questions (writing and speaking). On-line activities

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Vocab and grammar is presented in context: in readings/listening/ viewing activities. Thematic vocabulary. Grammar explanations for each chapter, grammar in context activities

- ○ 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 student activities and support material (hard copies and on-line) to help students reach goals

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Videos, culture videos, lots of resources (different types of activities). Listening to native speakers. Authentic conversations/dialogues-art/ culture, interactive videos/grammar

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

Listening comprehension and reading/writing activities are connected

Comments?

Connected by a theme and thematic vocabulary. Each chapter includes art/culture and lots of listening comprehension/and reading/ writing activities for students/teachers to choose.

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

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

Comments?

These are labeled in teacher's book edition. /There is Pre-AP integration, and standards for all the different activities. Additional resources on their on-line resources. Speaking in pairs/groups, includes differentiated instructions/heritage speakers/ culture notes and 21st Century skills (I.e. Collaboration work in small groups/ teams/pairs, etc..)

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

Presentational activities in text are authentic and promote proficiency

Comments?

These type of activities are labeled in each chapter (teacher's edition). Presentations in the form of Projects, formal and informal assessments, writing prompts. Addition on-line presentational activities (both speaking and writing)

- ○ 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?

Each chapter has a connection to a culture and Spanish-speaking country, art, famous people, sports, etc. Activities of this type are labeled in teacher's edition as "communities" or it indicates the standard addressed.

- ○ 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?

These type of activities are labeled in teacher's edition, there are also suggestions for completing a higher level type of activity (I.e. Pre-AP). Each chapter has an integration section in purple and a labeled "comparacion cultural" students can write or speak about what is being asked from them for this type of activities

- ○ 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?

Themes for each chapter can be connected to other disciplines. Project-based learning activities, maps. In each chapter, these type of activities are labeled as "Conections" and it indicates how to do this.

- ○ 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?

EAch chapter covers cultures, these are labeled and gives instructions to teacher about how to help students incorporate it into an activity. Project, videos, art, (reading, viewing, listening, writing, speaking types of activities about cultures)

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

	Strengths	Weaknesses
1st Year	Lots of printed resources, as well as on-line resources. Website easy to navigate. Lots of options Engaging content	
2nd Year	Same as above	
3rd Year	Save as above	
Heritage 1st Year		
Heritage 2nd Year		