2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

Program Number

12

Name of Text

Autentico

Publisher

Pearson

Rate This Text Overall

- [x] High
- [x] Mid
- [ ] Low

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

As the title suggests, nearly everything in this text must be interpreted in one form or another.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Every section has numerous conversational and writing activities.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Every section has a presentation activity at the end of it.

- ( ) 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 progression of the levels seems adequate.

- ( ) 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?

As the title indicates

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

Vocabulary yes.
Grammar not as much.
Vocabulary is presented in a writing section and the words are highlighted.
Grammar is presented similar to the way it is almost always presented in texts.

- ○ 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?

As the title indicates

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

In the text there are plenty of listening exercises and the teacher's edition has the script.
There is also a supplementary workbook with activity sheets for authentic resources, although I wasn't able to watch any of them.

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

Listening comprehension and reading/writing activities are connected

Comments?

Yes, regularly, but not always

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

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

Comments?

Some seem contrived, but all seem to be beneficial.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Each one at the end of each section requires the students to use what they learned throughout the chapter.

- ○ 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?

Very authentic and interactive

- ○ 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?

This doesn't jump out at me in this text as much as it did in Santillana

- ○ 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?

Cross disciplinary connections are not as explicit as I saw with Santillana

- ○ 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?

Cultural aspects are not as explicit in this text as in others I've seen

- ○ 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	Authentic All modes of communication Presentational communication explicit at end of each section	Cultural aspects not as explicit Workbook not very interesting Language not explored as much as other texts
2nd Year	Same	Same
3rd Year	Same	Same
Heritage 1st Year	Did not evaluate	
Heritage 2nd Year		