2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

12

Name of Text

Authentico/Realidades

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?

Most activities are interpretive. Many opportunities for listening and reading.

- ( ) 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 activities for interpersonal communication both guided and unguided.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

There is an entire section devoted to the presentational mode. Students can write or present. There are also guided skits for the students to practice and present (switching partners).

- ( ) 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 book is consistent in look and layout throughout the years.

- ( ) 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 and text is in Spanish when appropriate to the level of the text.

- ○ 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 presented with pictures and also with context. This is good feature as many texts are no longer using vocabulary in context. Grammar is not explicit but used to help foster the use of the vocabulary.

- ○ 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?

Culture sections are authentic and promote further interpretation.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening sections are authentic and promote further interpretation.

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

Listening comprehension and reading/writing activities are connected

Comments?

Listening activities promote the fostering of written activities.

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

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

Comments?

Communication activities are both guided and unguided promoting the proficiency of the language. Students can listen and discuss, read and discuss, or just question and answer.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities can be both written or spoken. Students can practice with prompts to get ready for the exam. Students can practice and then 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?

Culture sections are interesting and relate to real-world topics not just dealing with artists.

- ○ 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?

After reading or discussing certain items in Spanish, students can then talk or write about their own ideas and compare the two.

- ○ 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?

Connections are made to other disciplines and important people in a round about way that students won't recognize but is actually very useful. For example, grammar is incorporated with a paragraph on Isaac Newton.

- ○ 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?

Different cultures are frequently included 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

	Strengths	Weaknesses
1st Year	The text has a nice layout. I like that the vocabulary is presented in context and by itself. There is an English translation of the vocabulary	Although it has a nice layout, the text units are difficult to identify; a better visual separation would have been nice. The look of the text is slightly boring. Not too
2nd Year	The text has a nice layout. I like that the vocabulary is presented in context and by itself. There is an English translation of the vocabulary	Although it has a nice layout, the text units are difficult to identify; a better visual separation would have been nice. The look of the text is slightly boring. Not too
3rd Year	The text has a nice layout. I like that the vocabulary is presented in context and by itself. There is an English translation of the vocabulary.	Although it has a nice layout, the text units are difficult to identify; a better visual separation would have been nice. The look of the text is slightly boring. Not too
Heritage 1st Year		
Heritage 2nd Year		