2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

Program Number

13

Name of Text

Mundo real

Publisher

Cambridge

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?

Much usage of the TL with exercises

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Various activities talking with a partner in each section

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

I didn't see evidence 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?

So so

- ( ) 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?

Using Spanish much and asks the students to do the same.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

Not really

- ○ 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?

Not many authentic resources presented

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

Yes

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

Listening comprehension and reading/writing activities are connected

Comments?

Sometimes, as indicated

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

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

Comments?

Partner activities

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

Presentational activities in text are authentic and promote proficiency

Comments?

I did not see presentational activities.

- ● 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?

Communication is present, although cultural competence seems to be lacking.

- ○ 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?

Not very obvious, if at all present

- ● 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 did not see any explicitly mentioned

- ● 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?

Not much culture imbedded in text. There is a page at the end of each chapter.

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

Level of Proficiency

At which level of proficiency is this text and what is the evidence? Check all that apply

- ☑ Novice Mid
- ☑ Novice High
- ☑ Intermediate Low
- ☑ Intermediate Mid
- ☑ Intermediate High
- ☑ Advanced Low

	Strengths	Weaknesses
1st Year	Seems to develop language. Reading is present. There is a video and many pictures, although they are quite contrived	Does not seem to focus on all the modes of communication. Very little, if any, imbedded culture. Simply presentation of material with practice
2nd Year	Same	Same
3rd Year	Same	Same
Heritage 1st Year	Did not evaluate	
Heritage 2nd Year		