2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

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?

Authentic materials are lacking. Not enough readings available. Students do have some videos to watch and discuss and small readings to read and discuss.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

The interpersonal prompts are very vague and unguided. Students would give up before attempting them.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

There are presentational writings available. I did not see many oral presentations available.

- ( ) 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 level of progression is the same as text aligns with 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?

Text does not have directions in Spanish in Level 2 text.

- (●) Rarely
- ( ) Sometimes
- ( ) Frequently
- ( ) Consistently

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

I see the grammar presented easily but I do not see the vocabulary presented until the end of the unit.

- (●) 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?

Authentic writings in Spanish are used but there are few.

- (●) Rarely
- ( ) Sometimes
- ( ) Frequently
- ( ) Consistently

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

It appears that listening sections are basic. Sometimes you don't even need to listen to figure out the answer.

- ( ) Rarely
- (●) Sometimes
- ( ) Frequently
- ( ) Consistently

Listening comprehension and reading/writing activities are connected

Comments?

There are fill in the blank questions to accompany the listening sections. There are not written prompts to interpret the listening.

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

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

Comments?

Communication activities provide for proficiency.

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

Presentational activities in text are authentic and promote proficiency

Comments?

There are more opportunities for written presentational activities but even these are minimal in what they are asking the student to produce. There are few presentational opportunities to present orally.

- ○ 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?

Text provides for a page devoted to the communities of other cultures.

- ○ 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?

There are connections made but there are not many cultural points to read.

- ○ 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 via the readings.

- ○ 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?

Culture is presented minimally and / or only all together on one page. The one page is a little overwhelming and I am not sure where to go when presenting it with students.

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

	Strengths	Weaknesses
1st Year	The book is small in size. The workbook is small in size. Grammar is presented well.	Overall this book is lacking in many things. The directions are in English even in the Level 2 book. It seems to lack connections to other cultures.
2nd Year	The book is small in size. The workbook is small in size. Grammar is presented well.	Overall this book is lacking in many things. The directions are in English even in the Level 2 book. It seems to lack connections to other cultures.
3rd Year	The book is small in size. The workbook is small in size. Grammar is presented well.	Overall this book is lacking in many things. The directions are in English even in the Level 2 book. It seems to lack connections to other cultures.
Heritage 1st Year		
Heritage 2nd Year		