2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

13

Name of Text

Munro real

Publisher

Cambridge University Press

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?

There are interpretive activities in workbook/textbook and online. Reading and listening activities (not a lot). Pictures where students have to interpret what is happening and write/talk about it.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Some activities for two-way communication (pair/group interaction). Where students can practice exchanging ideas/asking/replying to different prompts (not a lot, adequately)-not a lot of choice.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

In each chapter, students have the opportunity to write and speak to a few prompts (not a lot of choice in the printed materials). Some on on-line resources.

- ( ) 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?

There are enough activities in the textbooks for students to practice in the 3 modes of communication progressively.

- ( ) 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?

Student activities encourage students to use the target language at least 90% of the time (both textbook/workbook/on-line activities).
Enough activities-not lots

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

At beginning of each unit/lesson and also again at the end of each lesson there is a page for target vocabulary and grammar explanations

- ○ 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 authentic resources, audios have speakers with different Spanish-speaking countries (student book audios and on-line workbook audios seemed to have native-speakers/authentic conversations for each unit).
Voices Latinas authentic videos
More resources for both teacher/students on website

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening to audios/workbook and on-line activities promote proficiency. Activities and audios are authentic and encourage students to use target vocab and grammar concepts from each chapter.

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

Listening comprehension and reading/writing activities are connected

Comments?

Lots of listening activities & native-like audio files
Interactive whiteboard lessons

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

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

Comments?

Each chapter has activities to promote interpersonal communication. These activities are authentic, spontaneous and usually involves exchange of communication. There is also a "collaborative activities guide" with extra activities for students to practice in an interpersonal mode.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Writing and speaking presentational activities are autentic. There are some, not lots on textbook and student workbook. There are more of this type of activities on website (under both student online web, student activities, and teacher resources).

- ○ 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 indicates the type of communicative mode for all the different activities. In addition, each chapter highlight how the communicative activities and cultural competences align to the Nevada Academic Content Standards for WL

- ○ 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?

Each chapter contains a cultural aspect. Activities encourage students to develop insight into the nature of language (talk about what they have learned in relation to language and culture).

- ○ 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?

Topics in textbooks relate to other disciplines (Social Science, Math, etch.) not labeled in textbook, but easy to make the connections of themes/topics to diverse perspectives and some activities for students to use the target language, grammar concepts in academic and career-related situations.

- ○ 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?

Students can read, listen to audios, watch a video to interact with the Spanish-speaking culture. There are opportunities in project and some activities for student to use Spanish to investigate, relate, and reflect on the relationships between products, practices, and perspectives (speaking prompts, projects, readings, writing activities)

- ○ 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

Levels 1, 2, 3, 4

	Strengths	Weaknesses
1st Year	Class and student reports from their on-line site Bank of assessments Teacher's edition has a section	Small print on teacher edition Target vocabulary at end of chapter. Short chapters/not lots of opportunities to practice certain
2nd Year	Printable assessments: lower/ advance for all levels (editable assessment question bank)	
3rd Year		
Heritage 1st Year		
Heritage 2nd Year		