2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

Program Number

14

Name of Text

Imagina

Publisher

VISTA

Rate This Text Overall

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

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

Many authentic videos and readings

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Many partner activities

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Not evidently present

- ( ) 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 was only one text submitted and it was an "intermediate course," way too advanced for the beginners I teach

- (•) 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?

Authentic resources imbedded.
Practice of grammar and vocabulary after explicitly presented

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

No

- ● 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?

A few times per chapters

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

Yes, although it seems to be limited in how much listening comprehension there is

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

Listening comprehension and reading/writing activities are connected

Comments?

Not evident

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

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

Comments?

Yes

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

Presentational activities in text are authentic and promote proficiency

Comments?

Not obviously 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?

Much quality practice, but level must be advanced

- ○ 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?

Yes.

- ○ 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?

Not obviously present

- ● 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 artifacts are very advanced and specific. More general artifacts are missing.

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

No elementary level texts were included

	Strengths	Weaknesses
1st Year	No text inluded	
2nd Year	No text included	
3rd Year	Much quality practice and many advanced cultural artifacts	Vocab and grammar presented explicitly
Heritage 1st Year	Not present	
Heritage 2nd Year		