2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

14

Name of Text

Imagina

Publisher

Vista

Rate This Text Overall

- [ ] 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?

Text provides for readings and listening activities to interpret.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Many opportunities for students to communicate with one another, although I am not sure that it fosters higher level skills.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

I couldn't find specific places where the text supports the presentational mode. The only place I see is the end of the unit and is an analysis of a reading.

- ( ) 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?

No other levels of the text were provided so I couldn't tell you if they align.

- (•) 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 uses Spanish in the directions and the readings.

- ○ 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 at the end of the unit. It is never presented in context as a reading. Grammar is presented heavily and all at once. Too much grammar per unit in my opinion.

- ○ 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?

Text provides for authentic stories in Spanish and poetry and cultural points. It falls short in having students analyze the information and interpret it. It does provide for questions and answers.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

The only listening that I see is the video. There are not many opportunities for students to listen and interpret beyond that.

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

Listening comprehension and reading/writing activities are connected

Comments?

There are not many listening opportunities. Also, the video is the only section that asks to present an idea.

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

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

Comments?

The text is very heavy in the conversations. It seems is as if almost every activity asks for student conversations. Although, I think that it would be hard to keep students on task to converse in Spanish if they are always having to relate to a textbook application.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities are limited to the video activity.

- ○ 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 does a good job in "Galeria de Creadores" although I could easily see that this section could be skipped by a teacher and never covered thoroughly.

- ○ 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?

The text provides readings on different cultures but fall short in asking students to compare their own experience with the one that they 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?

The text does connect to other disciplines in the Cultura and Estructura section. Again it falls short in the interpretive mode on these.

- ○ 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?

Other cultures are presented in 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

- [ ] Novice Mid
- [ ] Intermediate Mid
- [x] Novice High
- [ ] Intermediate High
- [x] Intermediate Low
- [ ] Advanced Low

	Strengths	Weaknesses
1st Year	Text has engaging readings.	Text falls short in having students analyze and present information. Too much on the interpersonal mode and not enough in the presentational or interpretive
2nd Year	Text has engaging readings.	Text falls short in having students analyze and present information. Too much on the interpersonal mode and not enough in the presentational or interpretive
3rd Year	Text has engaging readings.	Text falls short in having students analyze and present information. Too much on the interpersonal mode and not enough in the presentational or interpretive
Heritage 1st Year		
Heritage 2nd Year		