2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

14

Name of Text

Imagina

Publisher

Vista Higher Learning

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?

Listening, video,reading activities for students to create mental images/meaning of what they listen/see/read about. Ok amount of activities, but not lots of variety

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Partner chat activities: students meet in a "visually" activity and interact with other students . Teacher reviews after students send submit to teacher. Activities are already created from the textbook or teachers may create their own Partner /Chat activities.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Each chapter offers students the opportunity for presentational mode activities (some, not many).

- ( ) 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?

Textbook does

- ( ) 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?

Interactive activities,
Multimedia features appropriate for student use
Interactive games, and videos appropriate for collaborative and individual learning activities.
Auto-graded activities are included which provide students with specific feedback and opportunities for practice in the 3 modes of

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Grammar in context using short narrating, guided discussions (both explicit and implicit). Each chapter has grammar notes, and these are intertwined into the videos/short videos, readings, etc...

- ○ 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?

Videos/audits/readings on the main culture presented in each chapter.
Native-like voices/characters. Literature and Spanish short films

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Not a lot of variety in listening videos/audio files
All listening comprehension activities are authentic/native-like characters/voices

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

Listening comprehension and reading/writing activities are connected

Comments?

Each unit's listening comprehension, reading/writing activities are connected to a theme (culture, literature, short film and grammar structures)

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

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

Comments?

Not a lot of choices

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

Presentational activities in text are authentic and promote proficiency

Comments?

Enough presentational activities, but not a lot of choice

- ○ 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?

On-line activities (mentioned in textbook, but no link/website to take a look at these activities)

- ○ 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 has a section of comparisons (each chapter has a "cultura" section), questions, activities, and "Flahs cultura (video shots in the form o news broadcasts.

- ○ 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?

Some of the themes connect to other disciplines

- ○ 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 videos presented in the form of broadcasts and interviews with native speakers from different countries (not a lot of variety)

- ○ 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
- [x] Advanced Low

Level 4 (Spanish 9-10)

	Strengths	Weaknesses
1st Year		
2nd Year		
3rd Year	4th year- Textbook/testing program (book)	Not a lot of 21st century tools.
Heritage 1st Year		
Heritage 2nd Year		