2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

19

Program Number

14

Name of Text

Imagina

Publisher

Vista

Rate This Text Overall

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

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

Multiple interpretive reading activities present throughout text as well as listening.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Built in opportunities and teacher instructions to complete interpersonal activities in the classroom, based around thematic units.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Some spoken presentation activities present but limited, many opportunities for presentational writing.

- ( ) 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?

Not sure only seeing one level, yet seems very suited to suggested 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?

Large amount of English present in teacher's edition. Strategic use of English throughout text to support student comprehension.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Grammar sequencing seems a bit hodgepodge and not entirely presented in context, but there is an attempt to integrate into context present.

- ○ 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?

Yes, various authentic resources are present throughout the chapters, including readings and cortometrajes, or authentic video shorts linked to unit topics.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Yes, included video shorts. There are also other listening activities present beyond simply the video shorts and also compose a portion of the included assessments.

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

Listening comprehension and reading/writing activities are connected

Comments?

Yes, cohesion between content is presents. Integration of grammar topics into writing is not as cohesive but still present.

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

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

Comments?

Yes, Teacher edition suggests wonderful in-class communication activities.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Limited number of presentational activities present. In writing there are multiple opportunities to practice but spoken presentational activities are limited.

- ○ 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?

Large topic based sections dedicated to geography and culture are present, presentation of the "Gallery of creators" introduces students to various artists from the regions/cultures presented.

- ○ 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?

Includes instruction on dialect specific vocabulary according to regions/ cultural groups. Makes ample comparisons between the two languages through grammar instruction.

- ○ 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?

Interdisciplinary units included, ecology/environmental science, financing/ math, technology, and socials sciences, although could be improved.

- ○ 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?

Presentation of culture topics includes a focus on products, and practices, an attempt is also made to address perspectives but in those activities the teacher may be forced to use English to help students understand advanced/nuanced topics.

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

In the Interpretive mode students are asked "to comprehend main ideas and identify some supporting details." Students need to be bale to "comprehend simple short stories , routine correspondence, short descriptive texts." In the Presentational mode students are expected to, "Express own thought and present information and personal preferences on familiar topics."

	Strengths	Weaknesses
1st Year		
2nd Year		
3rd Year	For level 9-10: Fully integrated curriculum provided, wonderful alignment between Student activities book, the testing program and, the text book.	Heavy reliance on English.
Heritage 1st Year		
Heritage 2nd Year		