2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

19

Program Number

3

Name of Text

Sendas literarias

Publisher

Pearson

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?

Readings are included throughout both texts, mostly fiction with the exception of author biographies.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Creative communication activities are included as both pre and post reading activities. Interviews, discussions.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Limited opportunities to practice spoken presentational skills, ample opportunities to practice interpersonal writing skills.

- ( ) 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?

Solid progression between the two texts.

- ( ) 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?

All information presented in Spanish , even explanations to teachers. Spanish to spanish glossary provided.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Grammar, spelling, and vocab are presented in context throughout the text and student workbook.

- ○ 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?

The texts are very literature based with various authentic texts in the form of readings, poems, short stories, included. A little more variety on the type of text would be nice.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening materials proved through autentico resources not Senda.

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

Listening comprehension and reading/writing activities are connected

Comments?

Somewhat, listening resources provided through autentico.

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

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

Comments?

Varied opportunities for communication included in text. Somewhat authentic.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Limited variety of spoken presentation activities, some written presentational activities, tied to literary selections.

- ● 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?

Lit selections from a variety of regions/authors provided implicit exposure to cultural perspectives.

- ○ 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?

Instruction on parts of speech, all grammar is integrated with unit concepts.

- ○ 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?

Limited interdisciplinary connections, really a literature text. ELA teachers would be happy

- ○ 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?

Only the products, practices and perspectives presented through the literature are present.

- ○ 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
- [x] Advanced Low

A great mid level text, exposes students to higher level lit concepts and selections. Students are expected to engage with and understand texts at the paragraph level as well as straighfoward literary works. Student is expected "understand fully and with ease more complex and descriptive texts."

	Strengths	Weaknesses
1st Year		
2nd Year		
3rd Year		
Heritage 1st Year	Focus on literature, integrated grammar and spelling. Ample opportunities for differentiation provided. Supports present for all levels	Minimal interdisciplinary connections. Not enough cultural connections.
Heritage 2nd Year	Great exposure to literary concepts, authors, devices, formats, themes. AP alignment present.	Minimal interdisciplinary connections. Not enough cultural connections.