2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

19

Program Number

5

Name of Text

Tejidos

Publisher

Wayside

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?

Ample variety of interpretive activities related to readings and videos, readings in text, and videos through online platform (some videos wouldn't load or had long download times.)

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Text itself includes a wide variety of interpersonal speaking and writing activities/prompts.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Many activities could easily be adapted to fit the presentational mode, yet not explicitly stated.

- ( ) 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?

Only one text provided not able to see progression although the text includes enough material to span two years of instruction.

- ( ) 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 entirely in Spanish including comprehensive glossaries after each hilo, of each manta.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Both grammar and vocab are presented in context. Grammar shows a progression from basic to advanced.

- ○ 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?

Authentic readings painting graphic included throughout the text. Online platform includes access to related videos and websites, although it was slow functioning.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Online platform only, no CD inlcuded.

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

Listening comprehension and reading/writing activities are connected

Comments?

Great thematic connections made throughout the 'hilos'.

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

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

Comments?

E-mail, prompt converstation, authentic as possible.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Content based tweets, many activities could be modified to create presentational activities.

- ○ 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?

Some emphasis on cultural groups from around the world, with culture integrated into the various hilos.

- ○ 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?

Attempts to integrate grammar yet seems hodgepodge and difficult to follow. Although entirely integrated.

- ○ 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?

Great interdisciplinary connections made to various areas, I see lots of activities related to graph reading and analysis, great AP prep, also fully aligned to IB/AP topics.

- ○ 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?

Product, practices, and perspectives presented through the thematic untis.

- ○ 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

Students are asked to "Comprehend simple stories, routine correspondence, short descriptive texts," ect. Students are also expected to comprehend paragraph level discourse in both spoken and written form. Students are also expected to "communicate using high frequency and personalized vocab," while recognizing "that difference exist in cultural behaviors."

	Strengths	Weaknesses
1st Year		
2nd Year		
3rd Year		
Heritage 1st Year	Aligned to AP topics, and activities found on AP language and culture exam.	Possibly too advanced, not enough focus on basic grammar structures that many students may be lacking.
Heritage 2nd Year	Aligned to AP topics, and activities found on AP language and culture exam.	No workbook available, slow somewhat not functioning website.