2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

6

Name of Text

Senderos 1-3

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?

Text offers opportunities for the interpretive mode. There are readings and questions also listening sections. There are videos with questions and authentic videos or commercials.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

There are interpersonal activities for students throughout text. There are also additional ones provided in teacher edition.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

At the end of the lesson there are opportunities for students to present information learned within the lesson.

- ( ) 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?

The activities and structure of the text are similar throughout the levels. There are also 5 levels of this particular text.

- ( ) 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?

Directions are in Spanish. Some information in English, usually to present grammar concepts.

- ○ 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 with a picture. It is not presented in a reading or in sentences. Grammar points are based after the grammar has been used or presented.

- ○ 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?

Readings, listening activities, and videos are authentic.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Activities look to be authentic.

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

Listening comprehension and reading/writing activities are connected

Comments?

There is usually a listening with a reading activity. There are additional one's in the workbook.

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

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

Comments?

There are online activities that promote an open atmosphere for students to communicate. There are many activities in the text for Interpersonal communication.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities are more in written context. The workbook provides for step-by-step building of written skills. The mini-quizzes and tests also provide to test in the 3 modes.

- ○ 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?

Re-printed newspaper articles are used to foster "Communities."

- ○ 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?

After reading a re-printed newspaper article, students are prompted to compare with their world. Students are asked to compare two cultures based on a theme and then write about it.

- ○ 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?

Connections are made by using "En Pantalla"; a video series with a text reading and questions to follow.

- ○ 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?

En "Panorama" students are connected to different cultures or ways of life. Again this is a video and reading section with questions.

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

Level of Proficiency

At which level of proficiency is this text and what is the evidence? Check all that apply

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

	Strengths	Weaknesses
1st Year	The book has 5 levels. Each level has 6 lessons. There are 2 websites available for teachers and students. One is more teacher friendly. There is	I feel that the vocabulary can be used more in context when presented.
2nd Year	The book has 5 levels. Each level has 6 lessons. There are 2 websites available for teachers and students. One is more teacher friendly. There is	I feel that the vocabulary can be used more in context when presented.
3rd Year	The book has 5 levels. Each level has 6 lessons. There are 2 websites available for teachers and students. One is more teacher friendly. There is	I feel that the vocabulary can be used more in context when presented.
Heritage 1st Year		
Heritage 2nd Year		