2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

2

Program Number

2.Span.6

Name of Text

Senderos

Publisher

Vista

Rate This Text Overall

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

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

There are the activities but they seem really dry and not very engaging. The lessons and practice is there, but not very appealing.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

- ( ) 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?

It seemed that there wasn't much engagement for the activities - very blasé, cut and dry.

- ( ) 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?

The instructions and the activities are in the TL.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Explicit is more dominant than in context.

- ○ 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?

It the audio and visual resources, there seems to be more authentic materials, but in the various levels, it seems minimal.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

This depends on the package that is purchased, Prime or Supersite. There seems to be various interactive resources.

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

Listening comprehension and reading/writing activities are connected

Comments?

They are connected but are infrequent in the units.

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

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

Comments?

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

Presentational activities in text are authentic and promote proficiency

Comments?

- ○ 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?

This has a lot of factual information in the Panorama sections. It is good information, just could be presented with interesting photos and support in the way of 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?

Reading and grammar exercises

- ○ 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?

- ● 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?

- ● 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
- [x] Intermediate High
- [ ] Advanced Low

	Strengths	Weaknesses
1st Year	Teaches the normal first year information	Boring layout, format, not enough engaging activities, more reading and answering questions and not focusing on interpersonal communication
2nd Year	Reinforces the grammar of 1st year and continues with building of language.	Same as 1st year. The book layout is not very appealing.
3rd Year	Continues to build on grammar, verbs and cultural aspects for an extensive use of the language.	Does not emphasize the communication factor with language production. Seems to be focused on the grammar and rote learning aspects. Again, not
Heritage 1st Year		
Heritage 2nd Year		