2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

Program Number

6

Name of Text

Senderos

Publisher

Vista Higher Learning

Rate This Text Overall

- [x] 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?

Each chapter has a listening and reading section at the end. Also, there are videos with the fotonovelas imbedded in the chapter. Each section also has a listening activity indicated with a speaker picture.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Each section has activities meant to be talked through a partner. These are indicated with a small drawing of two people.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Although I do not see activities specifically focused on presentations, activities in the text could certainly be modified to be presentational.

- ( ) 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?

Activities are similar, but there is progression in required fluidity levels in order to be able to complete the them. The low level reading activities might be a bit advanced for beginners, but the authenticity seems more real and intriguing. That is, it does not seem too

- ( ) 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?

There is plenty of support in the SL for students to be able to navigate the text. While the authentic sources have support, there is less of it and I suspect the students would either need additional support or get frustrated and not be able to complete them.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Grammar and vocabulary are presented explicitly. They are then used in contexts. I do not necessarily think this is bad.

- ● 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?

En Pantalla seems to be the only truly authentic resource.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening comprehension seems to be more contrived than authentic, e.g. The Escuchar section at the end of each chapter.

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

Listening comprehension and reading/writing activities are connected

Comments?

In each section there are activities of each type which guide students to use the same vocabulary or grammar concepts, but the topics do not seem to be connected generally.

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

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

Comments?

They seem more contrived than authentic.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Again, presentational activities seem to be absent, but other activities could be modified to be presentational.

- ● 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?

Each chapter highlights various cultural aspects of a different country.

- ○ 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?

Does a good job comparing English and Spanish as well as presenting various cultural aspects from different Spanish speaking countries.

- ○ 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?

Does not seem to be present.

- ● 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?

See comments above.

- ○ 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
- ☑ Intermediate Mid
- ☑ Intermediate High
- ☑ Advanced Low

Three texts were submitted 1-3. Each one is divided into 6 chapters. The texts seem to be a college text which has been split into three books. Each chapter incorporates new vocabulary and new grammar concepts which increase in difficulty/complexity, but the activities are all of the same nature.

	Strengths	Weaknesses
1st Year	6 chapters introduce students to a wide range of vocabulary and grammar ideas and provides plenty of activities for practice	Some reading and listening activities may be too advanced, but that may be good in that they do not seem too contrived.
2nd Year	A natural progression from book 1.	
3rd Year	Same format as first and second text. Students will be familiar with the format.	Seems to maintain same type of activities as first year.
Heritage 1st Year	Not submitted	
Heritage 2nd Year	Not submitted	