2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

6

Program Number

6

Name of Text

Senderos

Publisher

Vista higher learning

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?

Each unit of the text contains several authentic print, audio and video resources along with supporting activities that are both basic and higher level.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Each unit in this text contains several activities that are structured for partner communication. The web-based resources also include simulated conversations and partner chat activities between students.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

The teacher's edition contains many opportunities in each chapter to extend activities into the presentational mode.

- ( ) 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?

Across the levels of 1st-3rd year, the different texts begin to deliver more instructions and directions in the target language, as well as increased complexity of texts and audio/visual resources. Presentational and interpersonal resources also increase in difficulty

- ( ) 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 2nd and 3rd year texts deliver the majority of directions in the target language. The first year text delivers instructions in English, but includes many authentic resources in the target language.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Units are not centered around a grammar concept, rather a contextual theme. The text also uses pictures and pattern recognition to teach grammar. However, each chapter does include detailed grammatical explanations.

- ○ 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?

Each unit contains several authentic resources in print, audio and video. These include advertisements, literature, and culture. Each unit also contains audio and video materials that are not authentic and directed explicitly to language learners.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

See above

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

Listening comprehension and reading/writing activities are connected

Comments?

- ○ 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?

- ○ 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?

Each unit describes cultural differences related to English and Spanish Speakers within the context of each unit's theme.

- ○ 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?

All of the units include common core-type writing and reading strategies and activities, and many units draw connections between science, health, history, literature, and geography.

- ○ 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?

The teachers edition includes many extended activities that encourage students to investigate topics online and from outside resources.

- ○ 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

Each level of text includes activities and materials that are aligned with the ACTFL performance descriptors for language learners.

	Strengths	Weaknesses
1st Year	Activities are centered around interpersonal communication and contextual vocab and grammar.	All instructions are delivered in English
2nd Year	The majority of resources are authentic and grammar is delivered contextually. Increasing complexity of tasks.	There is still a lot of external grammar
3rd Year	Activities are rigorous and are designed to prepare a student for the advanced curriculum	N/a
Heritage 1st Year	N/a	N/a
Heritage 2nd Year	N/a	N/a