2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

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?

-LISTENING activities for each unit & assessments (UNABLE to listen-no CD or on-line password to access listening samples)
-READING activities for each unit including level 1 & beginning chapters

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Lots of ideas for interpersonal activities: textbook labels activities, group work, pair speaking interactive activities

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

PRESENTATIONAL WRITING:
-open ended questions on lesson Tests: writing is appropriate for students' different levels (from sentences to paragraphs).
PRESENTATIONAL SPEAKING:

- ( ) **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?

Very well, units do seem to offer a balance perspective & the 3 modes of communication are progressively taught from first year to 3rd year. Supporting materials incorporate and blend the underlying principles of the ACTFL World-Readiness Standards as well as the Nevada

- ( ) **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?

Yes, there are lots of activities to encourage students to use the target language at least 90% of the time in class.
Fotonovela: unable to view (no CD or on-line password)

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Grammar presented in each chapter in an explicit manner with examples, and practice activities.

- ○ 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?

Commercials (listening activity) seemed to be authentic (unable to watch/listen since there are no CD or password to access on-line site).
Fotonovela does not seem to be an authentic resource (the dialogue printed on the images looks somewhat authentic, and images or characters seemed to be authentic native speakers.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Unable to listen to any audio/visual materials (no CDs or password to log in to on-line site).
Evaluation is based on printed material in teacher edition.

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

Listening comprehension and reading/writing activities are connected

Comments?

Reading and writing activities are connected and there are a variety of these (at different levels also). Unfortunately, I was unable to access any of the listening comprehension activities.

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

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

Comments?

Unable to assess on-line resources (No CD or on-line password to access them). Printed materials provide lots of suggestions for interpersonal activities. Assessment is based on printed materials available to be assessed.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Yes, there are lots of presentational activities as well as Pre-AP presentational activities for level 1 and 2. Yes, presentational activities in text also promote proficiency.

- ○ 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?

Textbook does give suggestions for students to communicate and interact with cultural competence in order to participate in multilingual communicates at home, I was not able to find how students can do this around the world (except for learning about different cultural aspects from different Spanish-speaking countries-under their Panorama

- ○ 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?

Yes, there is a comparisons aspect in the textbooks (level 1-3). For example, a thematic unit integrates the culture and target language structures (vocab, grammar, culture, thematic unit).

- ○ 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?

There is some of this whenever is possible (I.e. Numbers, professions, service internships, etc...).

- ○ 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?

There are activities designed for cultural competence and understanding. Each chapter includes a Pre-AP and Expansion section to help both, teacher and student, to interact with cultural competence and understanding. It gives teacher suggestions for students to investigate, relate3, and reflect on the relationships between products, practices, and perspectives.

- ○ 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

Levels 1, 2, 3

	Strengths	Weaknesses
1st Year	Lots of activities, introduces verb conjugation in first chapters	Unable to assess audio/listening activities since there were not available. Practice workbooks are all black and white (no color in images)
2nd Year	Thematic units are also an easy transition from level 1 to level 3 Lots of activities in the 3 modes of communication I like the variety of quiz/test/	I would like to see more in-class activities for students to practice guided speaking activities. I would like to see more ideas for speaking formative and
3rd Year	Five C's are integrated in chapters	It would be great if there were samples of activities included with the rubrics. Senders Prime seems like a great option; however, no access
Heritage 1st Year		
Heritage 2nd Year		