2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

7

Name of Text

Que Chevere!

Publisher

EMC Publishing, LLC

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?

Textbooks and supporting materials include interpretive activities. In textbooks, there are readings for students to determine what the text says, determine central ideas. Most of these seemed authentic audio and visual resources.
Interpretive activities for students are leveled as "Interpretive

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Each chapter contains lots of interpersonal activities. Students read instructions for interpersonal communications, which are also labeled as "Interpersonal communication."

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Textbook does an excellent job at presenting activities to support the presentational mode. The different types of presentational activities are labeled as "Presentational communication."

- ( ) **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?

There is a coherent progression taught from 1st to 3rd year. Concepts are reinforced and recycled from chapter to chapter. There are lots of supporting materials as well as on-line resources that provide variety of interactive program components.

- ( ) **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. Most of these are included in the textbook, but not much of it is in the student workbook, which focuses mostly on writing verbs, vocabulary, sentences and small paragraphs.

- ○ 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 in context. Textbooks are organized by theme, and vocabulary and grammar are presented in a well-designed manner. I loved the separate booklet with just grammar and vocabulary pages.

- ○ 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?

There are lots of authentic resources such as authentic reading passages, project ideas, and listening //video activities.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Spanish is spoken is native-like
Videos can be played with our without CC, & vocabulary in the different units is at level, easy to follow.
There are listening activities and audio connected to each unit's theme and connected to culture.

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

Listening comprehension and reading/writing activities are connected

Comments?

Yes, both textbook, workbook, and assessment activities are connected to each unit's vocabulary and grammar concepts.

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

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

Comments?

Yes, Interpersonal activities in text seemed to be authentic and encourage students to speak. Therefore promoting proficiency. These type of activities are also labeled as "Interpersonal" activities. Workbook activities also provide for some interpersonal activities. Critical thinking and expansion activities promote proficiency.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Most presentational activities in text seemed to encourage authentic situations and promote proficiency. There is a section in each textbook for students with special needs and for musical intelligences.
Lots of cultural activities in all modes of communication.

- ○ 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?

Yes, and it is labeled in both, the teacher and student textbooks. There is also a separate section, in each textbook level, where it shows how common core state standards correlate to The Standards for Learning Language.

- ○ 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 chapter includes both, insight into the nature of language and culture. For example, activities promote comparisons and reflection on products, practices, and/or perspectives of the target language. Students read/learn about culture and talk about it using the grammar structures for each chapter. Essential questions integrate these two aspects.

- ○ 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?

Projects in the different units connect with other disciplines. In addition, Reference Desk sections and Expansion sections help students acquire information and diverse perspectives in order to use Spanish in academic and career-related situations.

- ○ 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 lots of On-line resources and other activities in the different books that can help students to use the language to investigate, relate, 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
- [x] Advanced Low

There are four levels: Level 1, 2, 3, & 4.

	Strengths	Weaknesses
1st Year	Big print on student workbook Lots of resources Activities are leveled according to their mode of communication	Not a lot of variety in types of assessments per unit.
2nd Year	Nice grammar pages with examples included in Grammar and Vocabulary booklet.	Just as in 1st and 3rd year (and 4th year) grammar is presented in an explicit manner.
3rd Year	Annoyed Teacher's Edition is well organized. Love how common core State Standards and Standards for Learning Languages are aligned in a	Not a lot of weakness
Heritage 1st Year		
Heritage 2nd Year		