2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

7

Name of Text

Que Chevere

Publisher

EMC Publishing

Rate This Text Overall

- [ ] 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?

There are many opportunities for students to read authentic materials and to listen to audio and then interpret what they have read or heard .

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

There are many opportunities for students to communicate in groups.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Presentational mode is presented but usually with another mode such as interpersonal. Mostly it is in a written paragraph form. It doesn't contain much in the way of guidelines.

- ( ) 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?

The book is consistent in how it progresses from first to third year. Activities are much of the same. Vocabulary is presented in the same format also.

- ( ) 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. It seems that most directions are in Spanish and almost every activity is looking for Spanish usage.

- ○ 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 seemed to by presented explicitly and not in context. They are both presented first and then given situations to use them and then explained. Vocabulary is not used in context but rather just presented as a single word with a picture.

- ○ 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?

At the end of each lesson there is a reading presented sometimes using graphs and pictures. There are interpretive communication activities to accompany readings but they are small and short.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Some of the listening sections are just listening to the dialogue presented in the book. Some more are presented to promote the interpretive mode. I don't see many listening opportunities and no extra ones are provided in the workbook.

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

Listening comprehension and reading/writing activities are connected

Comments?

Yes. I don't see a specific listening section without a dialogue or reading that accompanies it. In other words, students could just read the lecture and then answer questions versus having to listen to the activity and make an inference on what they have heard. Sometimes the headphones are used to indicate a listening activity but really it is the student listening to another student in a pair-share activity.

- (●) Rarely
- ( ) Sometimes
- ( ) Frequently
- ( ) Consistently

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

Comments?

Communication activities are very common in text and there are many opportunities to communicate with a partner.

- ( ) Rarely
- ( ) Sometimes
- ( ) Frequently
- (●) Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

Yes. When there are presentational activities they promote proficiency but they are mostly in the form of writings. I would like to see more presentational scenarios.

- ( ) 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?

Culture is presented in the authentic readings. Culture is not presented as a blurb of information. Students must read text and infer culture from the text.

- ○ 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?

I don't see much of the comparisons between different cultures. Maybe the book doesn't make it stand out enough.

- ○ 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?

I see some connections but again I don't see many.

- ○ 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?

Cultures are presented in authentic readings only.

- ○ 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
- [ ] Intermediate Mid
- [ ] Intermediate High
- [ ] Advanced Low

I think that the book is missing some important elements to promote students to the Intermediate Mid and High range.

	Strengths	Weaknesses
1st Year	Chapters are clearly defined. I can statements are defined. Vocabulary is presented at the beginning of lesson.There are many short activities promoting	There are two lessons in each chapter and each lesson has two mini lessons. A lot of information that isn't tied together. It seems to be presented in mini chunks
2nd Year	Chapters are clearly defined. I can statements are defined. Vocabulary is presented at the beginning of lesson.There are many short activities promoting	There are two lessons in each chapter and each lesson has two mini lessons. A lot of information that isn't tied together. It seems to be presented in mini chunks
3rd Year	Chapters are clearly defined. I can statements are defined. Vocabulary is presented at the beginning of lesson.There are many short activities promoting	There are two lessons in each chapter and each lesson has two mini lessons. A lot of information that isn't tied together. It seems to be presented in mini chunks.
Heritage 1st Year		
Heritage 2nd Year		