2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

Program Number

7

Name of Text

Que Chevere

Publisher

EMC World Languages

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?

As the levels progress more and more of the TL in used. In books 3 and 4 the TL is used almost exclusively.

- ( ) 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 activities that are explicitly listed 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?

This is the first book I've seen explicitly name activities 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?

The best I've seen of the four books I've assessed so far.

- ( ) 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?

At the higher levels it uses it exclusively. There is some English used in book 3, more used in book 2 and the most used in book 1. However, book 1 still has plenty of Spanish used, just not 90%

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

Some vocabulary is presented in context, some is presented with picture support. Lists of vocabulary are given at the end of the chapter. Grammar is presented explicitly in all books, but entirely in Spanish in book 4. Numerous activities follow the presentation of grammar. There is a section in each chapter entitled "Todo en contexto" which strives to use the content in an authentic context.

- ○ 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?

More and more are used as the level increases.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

Again, more and more are used as the level increases.

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

Listening comprehension and reading/writing activities are connected

Comments?

They are at least connected by topic if not by context.

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

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

Comments?

As much as possible

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

Presentational activities in text are authentic and promote proficiency

Comments?

The most that I've seen.

- ○ 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?

Language is the focus. Cultural aspects are mixed in in each chapter.

- ○ 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?

There is more learning from exploring and less explicit explanation.

- ○ 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?

As much as any of the other texts I've seen, but not much.

- ● 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?

Culture seems secondary to language, which I don't think is a bad thing, but it is different than, say the Nat Geo text, where culture seems to be more in the forefront.

- ○ 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

	Strengths	Weaknesses
1st Year	Plenty of support and all modes of communication are touched on reguarly	Juvenile format/feel, but perhaps that is a good thing for beginners.
2nd Year	More Spanish is used than in first year. Good progression	Again, seems juvenile, which probably isn't as desirable
3rd Year	Same as 2nd	Same as 2nd
Heritage 1st Year	Not present	
Heritage 2nd Year	Not present	