2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

2

Program Number

2.Span.7

Name of Text

Que Chevere

Publisher

EMc

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?

The interpretive mode is generally used after the activity is presented to gage the students' understanding (used as a compression activity).

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

This text series provides consistent Interpersonal mode activities and exercises as it develops and builds the language skills in each section.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

The Presentational mode is often paired with the Interpersonal mode, but there are often sections that are only for the Presentational communication practice.

- ( ) 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 activities change consistently progressing through the chapters.

- ( ) 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 90% target language is minimal in the first year text and is 100% by the 4th year book.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

The vocabulary is presented in various modes: in context, by picture dictionary, and by a final list on the last page of each section. There is also a supplementary workbook that accompanies the text

- ○ 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 authentic and varied reading and writing activities in the textbook. There are symbols in the text that indicate that an auditory activity accompanies the authentic source but since there were no resources available to listen to, I marked frequently due to the once that were in the text itself.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

The listening materials were not available at the time so I am not sure what they sound like. There are video and listening symbols in the book that indicate that those are available to the lesson and unit. There are frequent suggestions to show a video clip or to listen to.an authentic source to reinforce the learning.

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

Listening comprehension and reading/writing activities are connected

Comments?

They two activities are generally paired. There is a comprehension question section and then a personalized answer section.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ◉ Consistently

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

Comments?

There are numerous and varied activities in the chapters and thematic units.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ◉ Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

The presentational activities reinforce the objective of the chapter.

- ○ 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?

I will answer for all of the questions here: There are multiple exercises that are presented throughout the sequences and themes that promote the 5 Cs: For example, Reading activities that are intertwined with Interpersonal communication activities.

- ○ 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?

- ○ 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?

- ○ 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?

Specific culture sections that inform the students of the cultural practices in specific Spanish speaking countries.

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

Level of Proficiency

At which level of proficiency is this text and what is the evidence? Check all that apply

- ☑ Novice Mid
- ☑ Novice High
- ☑ Intermediate Low
- ☑ Intermediate Mid
- ☑ Intermediate High
- ☑ Advanced Low

The series starts at novice with the book 1 and progresses via the proficiency levels through book 4.

	Strengths	Weaknesses
1st Year		Too much English. Two separate workbooks. No audio or visual resources were available to check out.
2nd Year		Two separate workbooks. No audio or visual resources were available to check out.
3rd Year		Two separate workbooks. No audio of visual resources were available to check out.
Heritage 1st Year		
Heritage 2nd Year		