2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

Program Number

8

Name of Text

Exploremos!

Publisher

Cengage 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?

There are plenty of authentic reading activities in each chapter as well as videos and some listening activities

- ( ) 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 plenty of partner activities 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?

There are not many activities explicitly noted as presentational, but some could be modified to make them presentational.

- ( ) 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 logical progression.

- ( ) 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?

As the levels progress, Spanish is used more in the directions and in the cultural activities. The beginning level text has less Spanish, certainly. The activities are of course completed in the TL, but the directions are not given in the TL until chapter 4, seemingly, and the cultural explanations are in English until chapter 4.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

This text does a good job of presenting grammar in context and follows it up with an explanation that is more explicit. The presentation of the grammar in context is neat and good.

- ○ 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?

As the level increases, authentic resources are used more. For example, there are passages from literature books in the more advanced Exploremos! books, while the more elementary books do not have as many authentic resources.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Video with audio. I did not watch the videos, but they have the script written in the text as well as a picture from the video.

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

Listening comprehension and reading/writing activities are connected

Comments?

As well as they could be, I believe. They are connected with regard to the grammar topic or vocabulary being covered, but they are not necessarily connected regarding the context.

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

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

Comments?

There are plenty of interpersonal activities for each section which require students to interact using the concept being studied.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Again, there do not seem to be activities specifically designed for presentations, but activities could be modified to be presentational activities.

- ● 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?

Nearly everything has some cultural connection in this textbook.

- ○ 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?

Grammar explanation after an authentic usage. Then practice.

- ○ 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 does not seem to be much connection with other disciplines, but there is MANY cultural references.

- ○ 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?

Yes.

- ○ 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

The four texts cover all levels, I believe.

	Strengths	Weaknesses
1st Year	Basic introduction. Does not overwhelm students with Spanish. More Spanish is used starting in chapter 4.	Format of textbook seems a bit dry.
2nd Year	A lot of cultural references. Good activities	Forma also pretty basic.
3rd Year	Same	Same
Heritage 1st Year	Not submitted	
Heritage 2nd Year	Not submitted	