2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

8

Name of Text

Exploremos!

Publisher

Cengage Learning

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?

Chapters begins with English introductions to topics, then it continues with Spanish vocabulary (specific to each unit). There are listening and other activities for students to practice. In the teacher's textbook edition, there are sections titled "teaching tip" with tips on extension activities, scaffolding strategies, etc.

- ( ) 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 some interpersonal activities for students to practice Spanish. Teacher'

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Every chapter contains task-based activities that encourage students to practice the target language

- ( ) 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?

Thematic units that engages students with authentic visuals. Vocabulary is recycled in other units and also incorporated in the "Exploraciones gramaticales" sections.

- ( ) 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?

Most activities in textbook and student activities manual encourage students to stay in the target language at least 90% of the time. The only exception is the cultural introduction to each chapter, which is in English, but this is only in level 1, and then the target language is used in this sections in higher level textbooks.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

All grammar explanations are in an explicit manner (each chapter has detailed grammar sections with examples).
"Lecturas" or readings introduce grammar in 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?

Each chapter begins with a National GEographic explorer topic, vocabulary, and these topics connect to sciences through the Spanish

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

I was unable to assess listening comprehension activities. The on-line site did not show a link to any of the audio/video files (there were only links to the audio/video scripts, student activities manuals, textbooks, assessments (quizzes, exams) and other practice activities, grammar explanations and PowerPoints. I was able to read some of the audio scripts.

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

Listening comprehension and reading/writing activities are connected

Comments?

They seemed to be connected, I read some of the audio and video scripts and they are connected to each of the chapter's themes. There is "A analizar" section to watch videos and worksheets activities for students. There is also a "En vivo" section that seemed to be a audio segment with writing activities for students. There are also two additional sections "video-Viaje" and "Hora de escuchar"

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

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

Comments?

There are some interpersonal activities per charter in the texts. They seemed to be authentic and also promote proficiency.

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

Presentational activities in text are authentic and promote proficiency

Comments?

There are some presentational activities per chapter that also seemed to be authentic and promote proficiency

- ○ 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?

Teacher textbook edition has sections where it explains how the different modes of communicative activities are connected to the National Standards. Each of these sections explains how they activities or goals are connected to the National Standards.

- ○ 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 an abundance of cultural content. Students can explore cultural topics about many hours different Spanish-speaking countries/ cultures.
Textbook and student activities manual promote reading, listening, writing, and speaking activities in which students practice the targeted grammar structures tied to a cultural context.

- ○ 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?

This textbook is highly connected to other disciplines since each chapter is tight to a National Geographic Learning topics.
Readings are short and prompts students to discussions tied to the 5 C's.
This textbook is highly connected to the sciences through the Spanish

- ○ 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?

Each chapter has a "Conexiones culturales" section with short readings that help students learn about different cultural topics. There are also authentic readings and "Literatura" sections that can help reinforce students' Spanish skills.

- ○ 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

Levels 1, 2, 3, & 4

	Strengths	Weaknesses
1st Year	Highly connected to a theme Textbook and activities are connected to culture and meet ACTFL National Standards	Not a lot of variety of tests/ quizzes, activities
2nd Year	Interesting topics/themes that are also connected to science topics.	Not a lot of resources
3rd Year	Textbook and student activities manual provide students with a right amount of resources.	Not a lot of options for test formats/versions or ideas for differentiated instruction. No link for audio/video files to evaluate how authentic these are
Heritage 1st Year		
Heritage 2nd Year		