2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

2

Program Number

2.Span.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?

There are ample selections for reading and cultural connections, authentic resources and information.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

In each of the sections, there is an activity or two that focus on interpersonal communication, like role-play situations or lead a discussion on what the students have learned.

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

In the De repast: communication sections, there is an expansion activity on the Presentational mode of communication. It is not throughout the section, but it is included.

- ( ) 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 modes are in each of the sections/unit themes and addressed in a way that would be relevant to students, and which involve cross-curricular themes.

- ( ) 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?

Building from first year to third, the level of TL increases with usage and consistency. The only English that is presented in reading type is at the beginning of each unit.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Vocabulary and Grammar are both first presented in context and then an explicit list of vocabulary is found after the reading selection.

- ○ 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 section is presented with the geographical and environmental information and then also the cultural connections with foods, people, customs, etc..

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

The listening comes in forms of videos and audio sources, generally with the video information presented with the eh geographical/ environmental information about the country and then the audio is presented in the latter part of the chapter.

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

Listening comprehension and reading/writing activities are connected

Comments?

The whole chapter is related with a specific theme and woven into the various modes of communication. A good example of recycling the information throughout the unit.

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

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

Comments?

The students are asked throughout to work with a partner and develop their opinions about a specific theme or topic.

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

Presentational activities in text are authentic and promote proficiency

Comments?

- ○ 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?

In each Explorando con section, there are suggestions of leading discussions, talks to expand their knowledge into the community.

- ○ 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?

Comparisons to their own language

- ○ 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?

Students make connections to their knowledge of geopgraphy, food, etc.

- ○ 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?

This is shown in asking questions beforehand to gain prior knowledge of what the students already know.

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

The series progresses in a scaffolding manner and recycles the knowledge so that the students can build and progress in their language development. Beginning book starts with the basics but incorporates authentic resources throughout and it continues in that way to the fourth year book.

	Strengths	Weaknesses
1st Year	Engaging layout, promotes interest in the unit by showing authentic photos and related actitivies, Discovery learning focus and not teacher centered	Couldn't access the videos or audio sections.
2nd Year	The 2nd year follows the first year format. The student activity manual supports and reinforces the lesson. Workbook lessons have more	See 1st year comments.
3rd Year	Builds on the 1st and 2nd year and reinforces those levels while increasing the level of proficiency and authentic language.	Audio/video - couldn't access
Heritage 1st Year		
Heritage 2nd Year		