2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

8

Name of Text

Exploremos

Publisher

Cengage

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?

Many opportunities are provided for students to read and listen and interpret both in their own words. This is visual in both the text and the workbook.

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Many opportunities are provided for students to communicate in pairs and in groups . Written activities are also provided in both the text and the workbook.

- ( ) 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 activities that have students work with a partner to gather information and then present their findings by either speaking or writing the information.

- ( ) 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?

Activities are the same throughout the years and the information and tasks do get more difficult.

- ( ) 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?

Directions and readings are in Spanish whenever possible.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Vocabulary is presented second after a reading. The vocabulary is not presented in written sentences or text. It is just a list of words that are paired with a picture. Students then have to use the new vocabulary.

- ○ 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?

Readings appear to be authentic and the listening too.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening is available sometimes but not every page.

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

Listening comprehension and reading/writing activities are connected

Comments?

Some activities require a listening section first then some comprehension questions follow.

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

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

Comments?

Students have to think about what to say and are not just choosing a word to say in the blank.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities are provided more in the workbook than the text. They are few in the text provided and more at the end of the lesson and in written format.

- ○ 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?

Many connections are made to other communities of the language.

- ○ 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?

Many activities are provided to promote comparisons between different cultures.

- ○ 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?

Readings are not just on culture but on different topics that vary throughout the text.

- ○ 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?

All readings seem to promote the learners to use the language to investigate, relate, and reflect on relationships.

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

	Strengths	Weaknesses
1st Year	There is a beginning to each chapter that presents the information. There is an initial reading on something not necessarily culture. The	I think that the vocabulary should be used in context. It is presented as a list to memorize and learn.
2nd Year	There is a beginning to each chapter that presents the information. There is an initial reading on something not necessarily culture. The	I think that the vocabulary should be used in context. It is presented as a list to memorize and learn.
3rd Year	There is a beginning to each chapter that presents the information. There is an initial reading on something not necessarily culture. The	I think that the vocabulary should be used in context. It is presented as a list to memorize and learn.
Heritage 1st Year		
Heritage 2nd Year		