2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

8

Program Number

9

Name of Text

Avancemos

Publisher

Houghton Mifflin Harcourt

Rate This Text Overall

- [ ] High
- [ ] Mid
- [x] 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 videos and listening exercises. There are not many authentic reading activiites

- ( ) 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 a few interpersonal activities for each section. They seem very contrived and would not interest students.

- ( ) 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 activities designed for presentations, but some could be created based on other activities.

- (•) 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?

Interpretive modes are increased as the books progress. Interpersonal and presentational are about the same.

- ( ) 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?

Activities used the TL much.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?

Comments?

Grammar and vocabulary are presented explicitly. Vocabulary is accompanied by picture support. Grammar is rarely, if ever, presented in an authentic 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?

Nearly everything is contrived.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?

Comments?

Listening comprehension is almost always, or always, contrived, but it does help with proficiency.

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

Listening comprehension and reading/writing activities are connected

Comments?

They use the same vocabulary or grammar being studied, but are not connected in context.

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

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

Comments?

No. They are contrived and there are not many of them.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities are not present, but could be created by modifying other 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?

Too many contrived 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?

Again, activities are too contrived to develop a deep understanding of culture and 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?

This textbook has been around for many years and few updates have been made since the district last purchased it. There are not many connections to other disciplines.

- ● 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?

Many of the cultural explanations are not imbedded in the lessons or even in the chapters.

- ● 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

	Strengths	Weaknesses
1st Year	Basic introduction, which is good	Too juvenile and contrived. Has not been updated enough
2nd Year	Logical progression	Same
3rd Year	Logical progression	Same
Heritage 1st Year	Has heritage materials	Same
Heritage 2nd Year	Present	Same