2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

13

Program Number

9

Name of Text

Avancemos

Publisher

Houghton Mifflin Harcourt Publishing Company

Rate This Text Overall

☐ **High** ☐ **Mid** ☐ **Low**

Three Modes of Communication

How well does this support the INTERPRETIVE mode?

What does this look like in the materials?
Comments?

Lots of reading and listening activities in all textbooks, lots of resources for students to practice one-way communication with authentic materials.

- ○ Not at all
- ○ Minimally
- ○ Adequately
- ● Consistently

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Workbook, assessment, textbook activities and assessments contain lots of two-way communication where students can practice negotiating meaning. Students are also presented with spontaneous communicative activities, authentic oral and written prompts.

- ○ 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 lots of activities for students and ideas for teachers to help student rehearse presentational writing and speaking activities. These type of activities in textbook, workbook, and other resources also have a focus on form, lots of ideas for students to practice writing and speaking (rubrics are also included). Teacher textbook contains

- ○ 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?

Yes, this textbook also includes daily objectives per unit, and a recommended pace. Units progress in the 3 modes from 1st year to 3rd year (and 4th).

- ○ 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?

Yes, there are lots of suggested activities, differentiated instructions, Pre-AP activities that focus on use of Spanish in at least 90% of time

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Activities for students include both, implicit and explicit grammar/vocab (different difficulty/challenge levels) variety of options for students to practice grammar and vocabulary in each chapter/lesson

- ○ 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?

Lots of activities included in all the different resources to increase proficiency in the interpretive mode.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

Listening comprehension seems authentic
Lots of different accents from different Spanish-speaking countries

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

Listening comprehension and reading/writing activities are connected

Comments?

Both workbook and textbook include variety of levels and difficulty level for listening comprehension/reading and writing activities, as well as on-line and other resources to practice these types of activities.

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ◉ Consistently

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

Comments?

Yes, again, lots of of interpersonal activities per chapter

- ○ Rarely
- ○ Sometimes
- ○ Frequently
- ◉ Consistently

Presentational activities in text are authentic and promote proficiency

Comments?

Yes, there are lots of these type of presentational activities in all the different resources

- ○ 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?

There are lots of resources for students to practice communication and to interact with cultural competences.
Textbook activities, workbook activities, and on-lines sites
Home Tutor website, Spanish InterActive REader
Networking and News link in website

- ○ 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?

Yes, in addition, textbook has a section that indicates the standards for comparisons. Each chapter has a "leccion preliminar" in which a cultural aspect is presented and then context is integrated in the reading, writing activities

- ○ 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 does an excellent job at making connections with other disciplines (thematic units and activities integrate Science, Math, professions, career-related situations, 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?

There are lots of cultural information integrated,
Authentic readings,
On-line reader with additional authentic and content-area readings at a variety of levels of difficulties.
Reading activities connect to other disciplines,
Projects are also connected to culture
Students use the language to investigate, relate, and reflect on the

- ○ 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	Lots of resources (hard copies) Lots of on-line resources Textbook/student activities connected to National Standards	
2nd Year	Same as level 1, also lots of project ideas, assessment variety and some difficult levels	
3rd Year	Same as 1st and 2nd year. In addition, there are modified lesson test for teachers. Heritage learner lessons and materials for these students to	Grammar is presented in both explicit and implicit methods.
Heritage 1st Year		
Heritage 2nd Year		