2017-2018 WCSD Spanish Program Evaluation Rubric

Evaluator Number

17

Program Number

.span.9

Name of Text

Avancemos

Publisher

Bought on Mifflin Harcourt

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?

Culture is integrated within each lesson, in Spanish. Students can read and listen to the culture. Students can then interpret and analog readings. In Level 1 - students are provided the Lectura Cultural at the end of each lesson to interpret and discuss. In Level 2 - the Comparacion Cultural are in Spanish and the Lectura Cultural and

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

How well does this support the INTERPERSONAL mode?

What does this look like in the materials?
Comments?

Students are provided opportunities to practice interpersonal speaking. In Level 1, 2 and 3 there are many opportunities for students to practice orally and written situations in Spanish. In Level 1, students have more guided scenarios to practice communication. In Level 2, students are still provided scenarios to communicate with

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

How well does this support the PRESENTATIONAL mode?

What does this look like in the materials?
Comments?

Students are provided some opportunities for presentation. Mostly the opportunity is minimal and located at the end of each lesson and unit. The unit can be broken down into 2 lessons and therefore to presentational prompts are little and scattered throughout the lesson.

- ( ) 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 three modes are progressively taught from level to level and in the same manner. When moving to level 3, all three modes do move up in difficulty. There are more opportunities for written presentational in level 3 further developing the student skills for the AP test.

- ( ) 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?

Avancemos does support the use of the target language at least 90% of the time. Instructions and activities are given in the target language.

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

Grammar and vocabulary are presented in context and not explicit.

What does this look like in the materials?
Comments?

Grammar is presented first and then used in context. It is not explicit but each lesson is based around a certain grammar concept.

- ○ 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?

Authentic resources are provided in each level. Short synopsis on culture facts are provided in each level. Literature is only provided in Level 3. Level 1 and 2 have readings provided in the target language in regards to culture and short stories.

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

Listening comprehension is authentic and promotes proficiency.

What does this look like in the materials?
Comments?

All three levels provide for listening activities and extra listening practices in the workbook. With each listening activity is a written or interpretive activity.

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

Listening comprehension and reading/writing activities are connected

Comments?

Listening comprehension and reading and writing activities are connected. The teacher could have students discuss what they have heard or the teacher could have students write and interpret what they have heard.

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

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

Comments?

Communication activities are not necessarily authentic but they do promote proficiency as students are given guidelines in order to practice oral communication. Communication does center around the grammar and vocabulary provided for each lesson.

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

Presentational activities in text are authentic and promote proficiency

Comments?

Presentational activities are provided throughout the levels. Students can rehearse and present on a variety of topics or students can present alone. Students are also provided with a some written prompts. There are more presentational and written prompts provided in the workbook.

- ○ 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?

At the beginning of each lesson and unit a new community is presented in short bullets. Students can compare and contrast between their own communities.

- ○ 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?

At the beginning of each lesson and unit a new community is presented in short bullets. Also throughout the lesson students are provided opportunities to comment on different cultures by reading about cultural comparisons.

- ○ 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?

Connections are made with other disciplines in all three levels. Within Level 3 the connections are more stimulating and touch more on global issues. The global issues do not appear too much in the lower levels. Students are able to use their readings and vocabulary presented to help connect with 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?

In all three levels, different cultures are presented and then re-presented in the subsequent level. Learners can relate to the cultures presented and either agree with the information provided or dispute the information.

- ○ 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

Avancemos provides for all the levels up to the the AP Test. It carries through the four years of high school and provides a good base for establishing information on the AP test.

	Strengths	**Weaknesses**
1st Year	Text brakes down information and provides certain information at certain times so as to not overwhelm the learner. There is a nice video (telehistoria) with	The 3 modes of communication are not clearly presented. Each activity is not listed as Presentational, Interpersonal, and Interpretive. Unless the
2nd Year	Text brakes down information and provides certain information at certain times so as to not overwhelm the learner. There is a nice video	The 3 modes of communication are not clearly presented. Each activity is not listed as Presentational, Interpersonal, and Interpretive. Unless the
3rd Year	Text brakes down information and provides certain information at certain times so as to not overwhelm the learner.	The 3 modes of communication are not clearly presented. Each activity is not listed as Presentational, Interpersonal, and Interpretive. Unless the
Heritage 1st Year		
Heritage 2nd Year		