

Summarized Rubric Scoring

Classroom Instructional Material Alignment Tool –Spanish Grades 6-12

The purpose of this document is to assist teachers in determining alignment of their Instructional materials being used in the classroom. Effective instructional materials are learning resources used to help students acquire essential knowledge, skills, and abilities as outlined in the standards. This includes print and non-print materials. It may also provide evidence to support your discussion about standards and resources as part of your evaluation.

Title: Galeria 1

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Publisher(s): Vista Higher Learning

Grade Level: Spanish 7-12

Standard(s) addressed in this instructional material: NVACS

Instructions: Use the tables below to reflect upon and then determine if the instructional material meets each criteria.

I. Alignment to the Nevada Academic Content Standards (NVACS) – NON NEGOTIABLES

| Criteria | Meets Criteria | | | Evidence |
|---|----------------|----|-----|--|
| | Yes | No | N/A | |
| Targets a set of grade-level NVACS for ELA/Literacy standards. | X | | | Follows National ACTFL and NVAS |
| Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the purpose. | X | | | Each module (chapter) has multiple phases around the same theme that hits multiple learning targets. |
| Other: _____ | X | | | In addition, cultural, supplementary topics and materials are of excellent quality and teacher friendly. |

II. Key Shifts in the Nevada Academic Content Standards (NVACS)

| Criteria | Meets Criteria | | | Evidence |
|---|----------------|----|-----|---|
| | Yes | No | N/A | |
| Reading Text Closely: Makes reading text(s) closely, examine textual evidence, and discerning deep meaning a central focus of instruction. | X | | | Each chapter covers specific grammar, spelling/punctuation, differences in the Spanish language (words, grammar usage, etc.), highlighted skills (like writing an email), genre studies, literary |

| | | | | |
|---|----------|--|--|--|
| | | | | elements, and written/oral expression along with a final project. |
| Text-Based Evidence: Facilities rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, though provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media.) | X | | | Evident in all text generated reading and listening comprehension activities. |
| Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. Include a balance of on-demand and process writing and short, focused research projects. | X | | | Evident through various types of comprehension and concept check questions and tasks, which incorporate progressive levels of critical thinking. |
| Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. | X | | | Evident through target themed vocabulary groupings, which are integrated into all reading, listening, speaking and writing activities. |
| Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade band (a balance of informational and literary texts as defined by the NVACS). Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. | X | | | There is focus on vocabulary in context and interdisciplinary vocabulary. |
| Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic/subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts | X | | | Tests about various cross-disciplinary topics in Spanish are also covered such as art, cultural traditions, and environmental science through thematic units of study and reading comprehension topics. |
| Other: _____ | | | | |

III. Assessment

| Criteria | Meets Criteria | | | Evidence |
|---|----------------|----|-----|---|
| | Yes | No | N/A | |
| Assesses student proficiency through various modes including pre-, formative, summative, performance tasks, and self-assessment measures. | X | | | In the final phase students put everything together with a final project and then has them evaluate their work in the chapter (metacognition). |
| Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student understanding and performance. | X | | | Yes, and beyond that they have self-grading digital quizzes that give students real-time feedback and give teachers many data points to access. |

IV. Instructional Supports

| Criteria | Meets Criteria | | | Evidence |
|---|----------------|----|-----|---|
| | Yes | No | N/A | |
| Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. | X | | | Online grammar practice with instant feedback; student centered activities and games. |
| Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading. | X | | | Yes, see section II : Increasing text complexity. |
| Provides appropriate level and type of scaffolding, differentiation, intervention and support for all learners. <ul style="list-style-type: none"> Supports diverse cultural and linguistic backgrounds, interests and styles. Provides extra supports for students working below grade level. Provides extensions for students with high interest or working above grade level. | X | | | The online tools, which students access via their Chromebooks both in school and at home had the greatest diversity and selection of differentiated practice type activities to help students prepare for assessments and reinforce lessons from class. There are multiple differentiated strategies for native speakers and high achieving students. |
| Other: _____ | | | | |

Summary/Reflection: Online resources include pre-reading, presentation and comprehension for different phases. Grammar sections also have online activities to support students' needs. The online resources are still being worked on, so we hope by this upcoming school year the sections will be even better.

Overall Classroom Instructional Material Meets Criteria Rating: ☒X Yes ☐No ☐N/A