

**STANDARDS-BASED TEXTBOOK EVALUATION GUIDE**  
**Foreign Language Standards Implementation Guide, Indiana Standards (2000)**  
**Developed by Sally Hood Cisar**  
**Indiana University, Bloomington Indiana**

Name of Textbook: Dímelo tú! 4th edition, Samaniego & al., 2002,  
+ Student workbook, + audio CD

**Goal: COMMUNICATION**

Browse the text and ancillaries for communicative activities that address each of the three standards for communication. Read through the activities carefully and rate them according to the listed criteria, using the scale 0 through 4.

Activity names (and/or numbers)

¿Te gusta escribir? Paso 2 p.37, el amigo ideal, p.34 A, B, pasatiempos favoritos. Luz, Camera, action p.34

Not At All		Partially		Completely
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Do the activities allow students to personalize their response or provide their own meaning?	4
Do the activities allow students to provide their own form and structure (grammar formation)?	4
Do students interact with each other, a native speaker, or teacher in meaningful ways?	4
Do the activities allow students to demonstrate or showcase their knowledge of and/or skill in using the foreign language?	4
Do the activities include language that is authentic, accurate, and current?	4
Is vocabulary presented in functional and/or cultural contexts or clusters?	4
Are the activities set in a real-world context or represent a real-world task?	4
Do the activities provide guidance or hints for facilitating comprehension?	4
Do the activities allow for student variation in applying different strategies for comprehension?	4
Do the activities appeal to students' interests?	4
Are the activities age-appropriate?	4

Comments : on the scenarios, add 'hints', and give it a more strategic interaction orientation

**Goal: CULTURES**

**PART ONE:** Select several culturally-based visual images from the text and/or ancillaries and look at them carefully. Rate them according to the criteria listed below using the scale 0 through 4.

Visual images found on pages 27, paso 1, p.38-39, p.45

Not At All		Partially		Completely
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Are they current?	4
Are they authentic?	3
Do they depict different peoples/cultures who use the foreign language for communication?	4
Are text activities integrated with the visual images inviting student observation, identification, discussion, or analysis of cultural practices or products?	4

PART TWO: Identify several culture sections in the text and ancillaries.  
Culture sections found on pages 27, 28, 32,35,36, 60, 61, 106,107,

Not At All                      Partially                      Completely  
0                      1                      2                      3                      4

Are a variety of regions/countries where the foreign language is spoken represented?	4
Do students have opportunities to participate in games, songs, celebrations, storytelling, dramatizations, sports, or entertainment representative of the foreign culture?	4
Are students asked to identify, analyze or discuss perspectives, behaviors, or practices of the foreign culture (school, family, games, sports, etc.)?	4
Are students asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, foods, etc.) and expressive (artwork, songs, literature, etc.) products of the foreign culture?	4

Comments:

Total: \_\_\_\_\_

Sum Total of Parts One and Two: \_\_\_\_\_31\_\_\_\_\_

### Goal:CONNECTIONS

Peruse the text to find opportunities for students to connect their foreign language learning with other disciplines in the school curriculum and beyond. Rate them according to the criteria below using the scale 0 through 4.

Opportunities for making connections found on pages 21, 27, 28, 29, 105

Not At All                      Partially                      Completely  
0                      1                      2                      3                      4

Do students have opportunities to discuss or discover more about concepts and topics learned in other subject areas (math, science, history, geography, art, literature, music, health, etc.)?	4
Are there opportunities for students to build on prior personal experiences and existing background knowledge?	4
Are students given opportunities to participate in projects in which they acquire information through technology, personal interviews, print media (newspapers, magazines), visual media (television, videos, advertising) or print references (dictionaries, encyclopedias)?	4
Does the text provide sources written for native speakers of the foreign language (age and language appropriate stories, poems, songs, media, etc.)?	4

Comments :

**Goal:COMPARISONS**

PART ONE: Locate sections that present comparisons of the students' own language and the foreign language. Rate them according to the criteria below using the scale 0 through 4.

Opportunities for making language comparisons found on pages 6, 9, 11, 24

Not At All		Partially		Completely
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Does the text present discussion or activities based on borrowed words, cognates, and idiomatic expressions in the students' native language and the foreign language?	4
Does the text offer opportunities for students to demonstrate understanding of similarities and differences between their own language and the foreign language being studied?	4

Comments:

PART TWO: Locate sections that present comparisons of the students' own culture and the culture(s) of speakers of the foreign language. Opportunities for making culture comparisons found on pages 3, 9, 10

Not At All		Partially		Completely
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Are similarities and differences presented between the culture(s) of speakers of the foreign language and the students' own culture?	4
Does the text offer opportunities for students to demonstrate understanding of similarities and differences between their own culture and the culture(s) of speakers of the foreign language being studied?	4

Comments :

**SumTotal of Parts One and Two:    16**

**Goal:COMMUNITIES**

Locate areas in the text and ancillaries that suggest using the language beyond the classroom.

Rate them according to the criteria below using the scale 0 through 4.

Opportunities for addressing communities found on pages 30, 3, 45

Not At All		Partially		Completely
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Are students asked to communicate with speakers of the foreign language outside their own classroom (in conversation, writing, performances, or presentations)?	0
Does the text identify professions, careers, or everyday situations which require or are enhanced by proficiency in the foreign language?	4
Does the text present foreign language/culture projects that involve interacting with members of the local community or using community resources?	4
Are students encouraged or given opportunities to use the language for leisure activities (media, sports, games, travel, music, reading, etc.)?	4

Comments:

of All Goal Areas: \_\_\_\_119\_\_\_\_

## STANDARDS-BASED TEXTBOOK EVALUATION GUIDE

Foreign Language Standards Implementation Guide, Indiana Standards (2000)

Developed by Sally Hood Cisar

Indiana University, Bloomington Indiana

Name of Textbook: Impressiones Salaberry & al., 2004  
+ coursecompass exercises

### Goal: COMMUNICATION

Browse the text and ancillaries for communicative activities that address each of the three standards for communication. Read through the activities carefully and rate them according to the listed criteria, using the scale 0 through 4.

Activity names (and/or numbers)

p.4, p 5 paso 3, 9, 11, 14,

Not At All		Partially		Completely
0	1	2	3	4

Do the activities allow students to personalize their response or provide their own meaning?	3
Do the activities allow students to provide their own form and structure (grammar formation)?	3
Do students interact with each other, a native speaker, or teacher in meaningful ways?	3
Do the activities allow students to demonstrate or showcase their knowledge of and/or skill in using the foreign language?	4
Do the activities include language that is authentic, accurate, and current?	4
Is vocabulary presented in functional and/or cultural contexts or clusters?	4
Are the activities set in a real-world context or represent a real-world task?	4
Do the activities provide guidance or hints for facilitating comprehension?	4
Do the activities allow for student variation in applying different strategies for comprehension?	2
Do the activities appeal to students' interests?	3
Are the activities age-appropriate?	4

Comments : on the scenarios, add 'hints', and give it a more strategic interaction orientation

### Goal: CULTURES

PART ONE: Select several culturally-based visual images from the text and/or ancillaries and look at them carefully. Rate them according to the criteria listed below using the scale 0 through 4.

Visual images found on pages 8, 9, 11, 14, 126

Not At All                      Partially                      Completely  
0                      1                      2                      3                      4

Are they current?	3
Are they authentic?	3
Do they depict different peoples/cultures who use the foreign language for communication?	4
Are text activities integrated with the visual images inviting student observation, identification, discussion, or analysis of cultural practices or products?	4

PART TWO: Identify several culture sections in the text and ancillaries.  
 Culture sections found on pages 126, 127, 124, 121,

Not At All                      Partially                      Completely  
0                      1                      2                      3                      4

Are a variety of regions/countries where the foreign language is spoken represented?	4
Do students have opportunities to participate in games, songs, celebrations, storytelling, dramatizations, sports, or entertainment representative of the foreign culture?	4
Are students asked to identify, analyze or discuss perspectives, behaviors, or practices of the foreign culture (school, family, games, sports, etc.)?	4
Are students asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, foods, etc.) and expressive (artwork, songs, literature, etc.) products of the foreign culture?	4

Comments:

Total: \_\_\_\_\_

Sum Total of Parts One and Two: \_\_\_\_\_30\_\_\_\_\_

### Goal:CONNECTIONS

Peruse the text to find opportunities for students to connect their foreign language learning with other disciplines in the school curriculum and beyond. Rate them according to the criteria below using the scale 0 through 4.

Opportunities for making connections found on pages 179, 178, 177, 176, 174, 173

Not At All                      Partially                      Completely  
0                      1                      2                      3                      4

Do students have opportunities to discuss or discover more about concepts and topics learned in other subject areas (math, science, history, geography, art, literature, music, health, etc.)?	4
Are there opportunities for students to build on prior personal experiences and existing background knowledge?	4
Are students given opportunities to participate in projects in which they acquire information through technology, personal interviews, print media (newspapers, magazines), visual media (television, videos, advertising) or print references (dictionaries, encyclopedias)?	2
Does the text provide sources written for native speakers of the foreign language (age	4

and language appropriate stories, poems, songs, media, etc.)?	
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Comments :

### Goal:COMPARISONS

PART ONE: Locate sections that present comparisons of the students' own language and the foreign language. Rate them according to the criteria below using the scale 0 through 4.  
Opportunities for making language comparisons found on pages 9, 28, 29, 31

Not At All		Partially		Completely
0	1	2	3	4

Does the text present discussion or activities based on borrowed words, cognates, and idiomatic expressions in the students' native language and the foreign language?	4
Does the text offer opportunities for students to demonstrate understanding of similarities and differences between their own language and the foreign language being studied?	4

Comments:

PART TWO: Locate sections that present comparisons of the students' own culture and the culture(s) of speakers of the foreign language. Opportunities for making culture comparisons found on pages 9, 28, 29, 30, 31

Not At All		Partially		Completely
0	1	2	3	4

Are similarities and differences presented between the culture(s) of speakers of the foreign language and the students' own culture?	4
Does the text offer opportunities for students to demonstrate understanding of similarities and differences between their own culture and the culture(s) of speakers of the foreign language being studied?	4

Comments :

**SumTotal of Parts One and Two:    16**

### Goal:COMMUNITIES

Locate areas in the text and ancillaries that suggest using the language beyond the classroom. Rate them according to the criteria below using the scale 0 through 4.  
Opportunities for addressing communities found on pages 32, 47, 48, 46, 63, 64

Not At All		Partially		Completely
0	1	2	3	4

Are students asked to communicate with speakers of the foreign language outside their own classroom (in conversation, writing, performances, or presentations)?	0
Does the text identify professions, careers, or everyday situations which require or are enhanced by proficiency in the foreign language?	3
Does the text present foreign language/culture projects that involve interacting with members of the local community or using community resources?	2
Are students encouraged or given opportunities to use the language for leisure activities (media, sports, games, travel, music, reading, etc.)?	3

Comments:

SumTotal

of All Goal Areas: \_\_\_\_105\_\_\_\_\_

### TEXTBOOK COMPARISONCHART: SUMMARY OF SCORES

This graphic organizer is a tool for comparing and contrasting textbooks assessed using the Standards-Based Textbook Evaluation Guide. Recording the name of each textbook in the chart along with scores obtained from each of the goals and the sum total of all five goals will reveal the textbook's strengths and weaknesses in terms of its alignment to the national and state standards for foreign languages. This information will also be helpful in ascertaining which goal areas might require supplementary attention and resources if the textbook proves to be weak in a particular area.

Name of Textbook	Score from Communication	Score from Cultures	Score from Connections	Score from Comparisons	Score from Communities	Grand Total from all Five Goals
Dímelo tú!	44	31	16	16	12	119
Impresiones	37	30	14	16	8	105

*Oklahoma Standards for World Languages – Priority Academic Student Skills (PASS)  
Languages PASS Module I – Checklists  
October 2002*

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