DEVELOPING AND ASSESSING STUDENT PROFICIENCY THROUGH THE USE OF AUTHENTIC MATERIALS

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Your Sponsor:

Tonia Slain

- Vice President, K-12 Sales
- 16 years of K-12 ed-tech and curriculum solutions experience
About XanEdu Publishing

With 20 years of custom publishing experience supporting both Higher Education and K-12 schools, XanEdu Publishing is uniquely positioned to help school districts improve relevancy, equity and access through customized instructional materials.

“Our goal was to give our hard-working teachers materials that would make their jobs easier and allow them to focus more on teaching and less on administrative tasks.”
– Pam Benton, World Languages Specialist at Pinellas County Schools
Why Custom Publishing?

- One textbook does not fit all students’ needs
- Individual districts require unique, high-quality, district specific materials that facilitate access, equity and outcomes
- Districts need flexibility to adapt materials to unexpected mandates, standards changes
- Costs of textbooks and instructional materials are at an all-time high, forcing districts to update materials in cycles
Examples of Custom Publishing
Your Host:

Melanie Mello

- Teaches German 1 at Chandler High School in Chandler, Arizona and an upper-division class on fairy tales at ASU
- One of the five finalists for ACTFL’s Teacher of the Year Award for 2020 after being chosen as the SWCOLT and Arizona Teacher of the Year
At the end of this webinar, you can...

- Differentiate between Performance and Proficiency

- Better Align your learning targets to World Readiness Standards, ACTFL’s Proficiency Guidelines & the NCSSFL-ACTFL Can-DO Statements

- Better Support your Students to Ensure Larger Gains towards Proficiency by Incorporating Authentic Materials into your Curriculum.
Performance is the practiced use of the target language in an instructional setting.

Proficiency is the unrehearsed, spontaneous use of the target language in real world situations.
**Scenario:** Students watch a never before seen clip and answer questions about it in the target language.
**Performance vs. Proficiency**

**Scenario:** Students complete a quick writing assignment for 2 - 3 minutes after reading an authentic text discussed in class.
**Performance vs. Proficiency**

**Scenario:** Teacher performs quarterly interviews of students on a variety of unrehearsed topics.
**Scenario:** Teacher introduces a story to students. Afterwards, students retell the same story to a peer using a white board.
The Foundation of All Unit & Lesson Planning

ACTFL Proficiency Guidelines 2012

NCSSFL-ACTFL CAN-DO STATEMENTS

The World Readiness Standards for Learning Languages
Pathway to Proficiency
Aligning Goals for Proficiency Outcomes

The key to success is for you and your students to know on what level they are and what the next level to look like.
The Novice Mid Learner

NOVICE

PROFICIENCY BENCHMARK

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

What can I understand, interpret or analyze in authentic fictional texts that I hear, read, or view?

PERFORMANCE INDICATORS

NOVICE MID

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.
The person who learns language without learning culture risks becoming a fluent fool.
(Bennett, Bennett, & Allen, 2003)
**Authentic Materials**

What makes a text authentic?

The standard definition of authentic materials refers to texts, visuals, audio recordings, and videos created by and for native speakers for pleasure or to convey information and which stand in as cultural artifacts of “real language use” (see Devitt, 1997; Swaffar, 1985).

What are some examples of authentic materials?

<table>
<thead>
<tr>
<th>Examples of Authentic Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Printed Materials</strong></td>
</tr>
<tr>
<td>time schedules</td>
</tr>
<tr>
<td>greeting &amp; postcards</td>
</tr>
<tr>
<td>signs &amp; stickers</td>
</tr>
<tr>
<td>literature (graphic novels,</td>
</tr>
<tr>
<td>poems, etc.)</td>
</tr>
<tr>
<td>infographics</td>
</tr>
<tr>
<td>posts on social media</td>
</tr>
<tr>
<td>magazine &amp; newspaper articles</td>
</tr>
<tr>
<td>biography</td>
</tr>
</tbody>
</table>
TOPIC: Eating Out - Fast Food

INSTRUCTIONAL GOALS?
(Can-do Statement, Grammar, Vocabulary)

ASSESSMENT?
Integrated Performance Assessment (IPA)
(interpretive - presentational - interpersonal)

TASKS / ACTIVITIES?
Option 1: Have students interpret the infographic!

<table>
<thead>
<tr>
<th>Redemittel: Wie spreche ich über Grafiken und Schaubilder?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Das Thema der Infografik:</strong></td>
</tr>
<tr>
<td>In der Grafik geht es um</td>
</tr>
<tr>
<td>Die Grafik informiert über ...</td>
</tr>
<tr>
<td><strong>Die Informationen der Grafik interpretieren</strong></td>
</tr>
<tr>
<td>40 % / 40 Prozent der Befragten...</td>
</tr>
<tr>
<td>Die Hälfte / Ein Drittel / Ein Viertel der Befragten...</td>
</tr>
<tr>
<td>Die meisten ...</td>
</tr>
<tr>
<td>Die wenigsten...</td>
</tr>
<tr>
<td><strong>Auf die Quelle eingehen</strong></td>
</tr>
<tr>
<td>Die Quelle ist von ...</td>
</tr>
<tr>
<td>Die Quelle wurde am / im ... publiciert.</td>
</tr>
<tr>
<td><strong>Ein Fazit ziehen</strong></td>
</tr>
<tr>
<td>Meiner Meinung nach ...</td>
</tr>
<tr>
<td>Ich denke / glaube / finde, dass ...</td>
</tr>
<tr>
<td>Zusammenfassend kann man sagen, dass ...</td>
</tr>
</tbody>
</table>

Option 2: Have students answer specific questions about the infographic!

What are the top two fast food items that women like to eat?
What are the top two fast food items that men like to eat?

Extension: Have students discuss about their favorite fast food items and restaurants.
Create a class survey and chart!
After you watched the video, answer the following questions:

• Who?
• What?
• Where?
• When?
• What?

Advertisement: “King of Kebab”
Kebab Connection (2004)
Learning Resources

Today’s attendees will receive:

• Presentation slides

• Webinar recording

• Blog article - *The Value of Authentic Materials for Creating Relevant, Meaningful Learning Experiences in the World Language Classroom*

• Downloadable - guides the selection of authentic materials that are relevant and appropriate for your learners. Also provides examples for speaking tasks that are based on authentic materials to be used with students or use to design your own speaking tasks.
Contact XanEdu today

- **Increase student engagement** by providing them with relevant, meaningful learning experiences that get them excited about the topic(s) they’re studying

- **Control the content, quality, and costs** of your instructional materials

- **Create materials that are culturally relevant and highly-aligned** to the subject matter and student experiences

- **Enable teachers to spend more time teaching** less time on administrative tasks
Contact Information

Schedule a consult to create your own custom world languages readers

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Works Cited List:


