



DEVELOPING AND ASSESSING STUDENT PROFICIENCY THROUGH THE USE OF AUTHENTIC MATERIALS

May 13th , 2021

XanEdu

Your Sponsor:



Tonia Slain

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

About XanEdu Publishing

A decorative horizontal bar is located below the title. It is composed of three segments: a red segment on the left, a yellow segment in the middle, and a teal segment on the right.

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.”

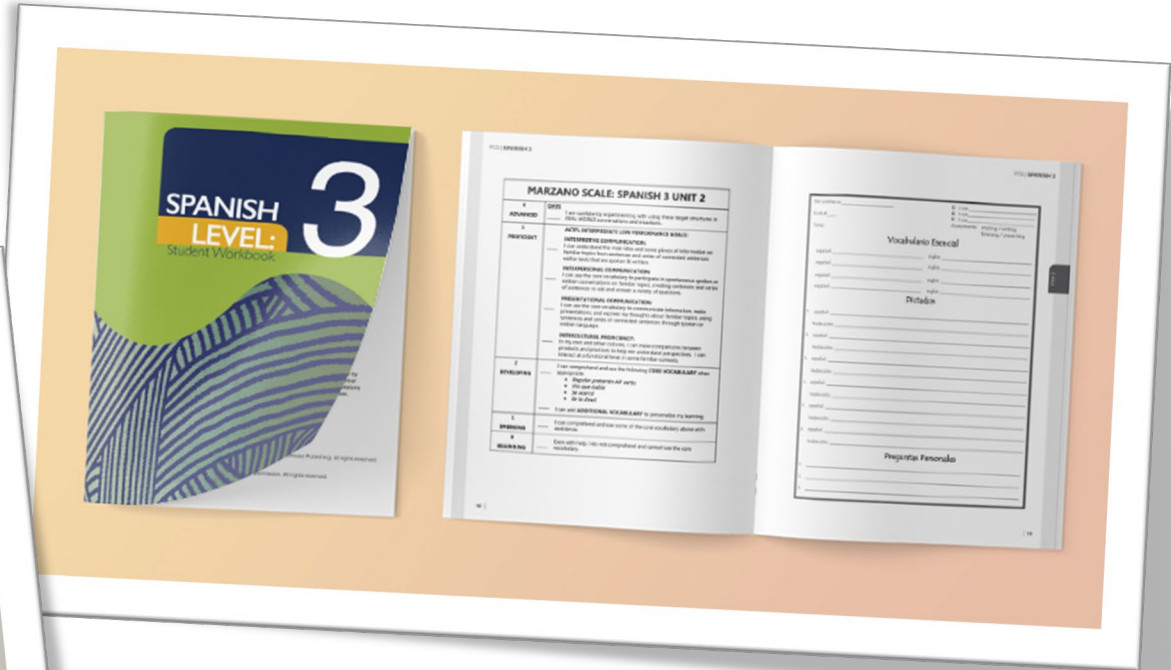
– Pam Benton, World Languages Specialist at Pinellas County Schools

Why Custom Publishing?

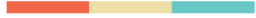


- One textbook does not fit all students' needs
- Individual districts require unique, high-quality, district specific materials that facilitate access, equity and outcomes
- Districts need flexibility to adapt materials to unexpected mandates, standards changes
- Costs of textbooks and instructional 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 a 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

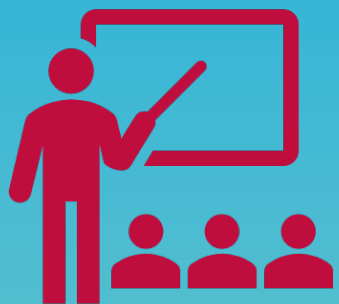
At the end of this webinar, you can...



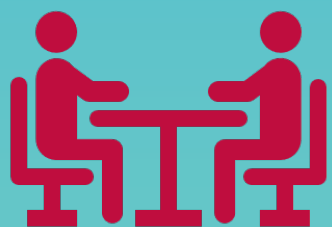
- Differentiate between Performance and Proficiency
- Better Align your learning targets to World Readiness Standards, ACTFL's Proficiency Guidelines & the NCSSFL-ACTFL Can-DO Statements
- Better Support your Students to Ensure Larger Gains towards Proficiency by Incorporating Authentic Materials into your Curriculum.

What is the difference between performance and proficiency?

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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.

Performance vs. Proficiency

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Scenario: Students watch a never before seen clip and answer questions about it in the target language.

Performance vs. Proficiency

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

Performance vs. Proficiency

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Scenario: Teacher performs quarterly interviews of students on a variety of unrehearsed topics.

Performance vs. Proficiency

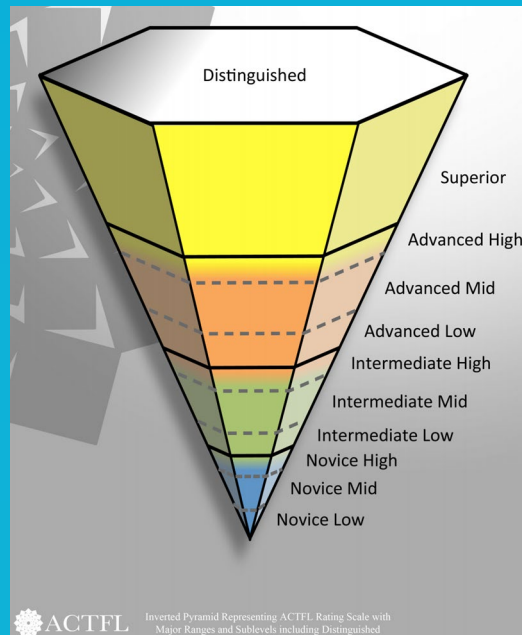
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Scenario: Teacher introduces a story to students. Afterwards, students retell the same story to a peer using a white board.

The Foundation of All Unit & Lesson Planning

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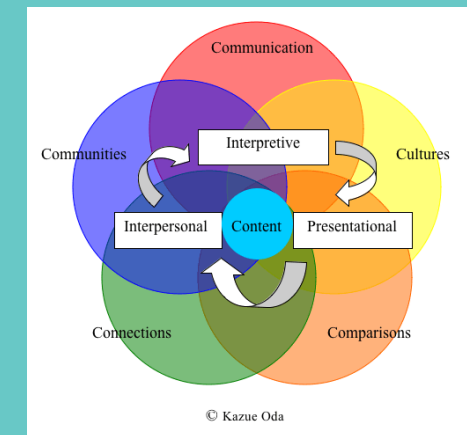
ACTFL Proficiency Guidelines 2012



NCSSFL-ACTFL CAN-DO STATEMENTS

NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS		
	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK
COMMUNICATION		
INTERPRETIVE	<i>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</i>	<i>I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</i>
INTERPERSONAL	<i>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.</i>	<i>I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</i>
PRESENTATIONAL	<i>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</i>	<i>I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</i>
INTERCULTURAL COMMUNICATION		
INVESTIGATE	<i>In my own and other cultures I can identify products and practices to help me understand perspectives.</i>	<i>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</i>
INTERACT	<i>I can interact at a survival level in some familiar everyday contexts.</i>	<i>I can interact at a functional level in some familiar contexts.</i>

The World Readiness Standards for Learning Languages



Pathway to Proficiency Aligning Goals for Proficiency Outcomes

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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.



Novice low



Novice mid



Novice high



Intermediate
low



Intermediate
mid



Intermediate
high



Advanced

The Novice Mid Learner

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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.



NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK
COMMUNICATION		
 INTERPRETIVE	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
 INTERPERSONAL	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.	I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
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INTERCULTURAL COMMUNICATION		
 INVESTIGATE	In my own and other cultures I can identify products and practices to help me understand perspectives.	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
 INTERACT	I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

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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).

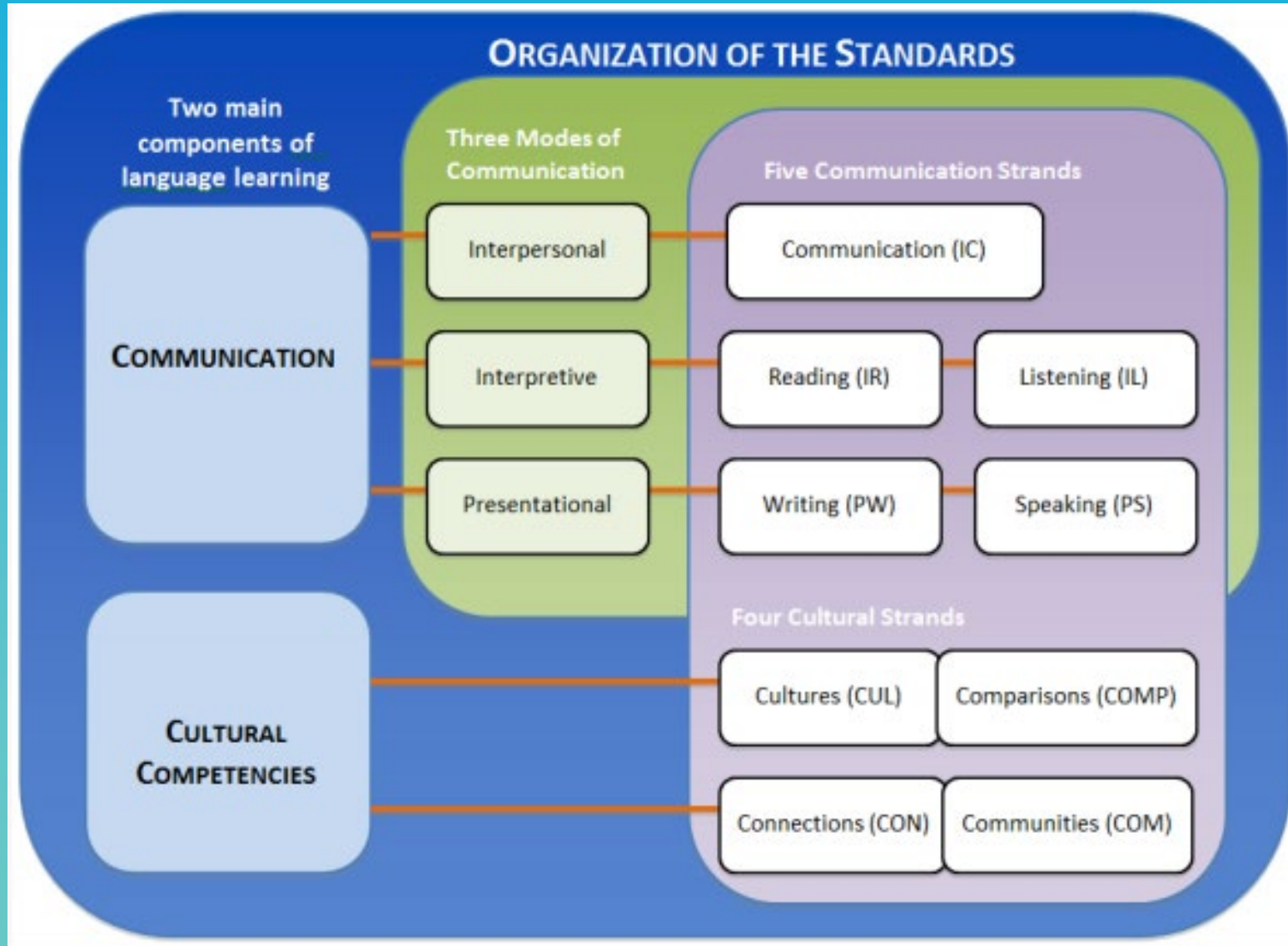
What are some examples of authentic materials?

Examples of Authentic Materials:

Printed Materials	Auditory Materials
time schedules greeting & postcards signs & stickers literature (graphic novels, poems, etc.) infographics posts on social media magazine & newspaper articles biography	interviews voice messages radio broadcasts podcasts audio books TV shows & series movies songs & music videos

Effective Unit & Lesson Planning

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TOPIC: **Eating Out - Fast Food**

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

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

TASKS / ACTIVITIES?

Using Authentic Materials in the WL Classroom with Novice Mid Learners

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Option 1: Have students interpret the infographic!

Redemittel: Wie spreche ich über Grafiken und Schaubilder?

Das Thema der Infografik: In der Grafik geht es um ... Die Grafik informiert über ...	Die Informationen der Grafik interpretieren 40 % / 40 Prozent der Befragten... Die Hälfte / Ein Drittel / Ein Viertel der Befragten... Die meisten ... Die wenigsten...
Auf die Quelle eingehen Die Quelle ist von ... Die Quelle wurde am / im ... publiziert.	Ein Fazit ziehen Meiner Meinung nach ... Ich denke / glaube / finde, dass ... Zusammenfassend kann man sagen, dass ...

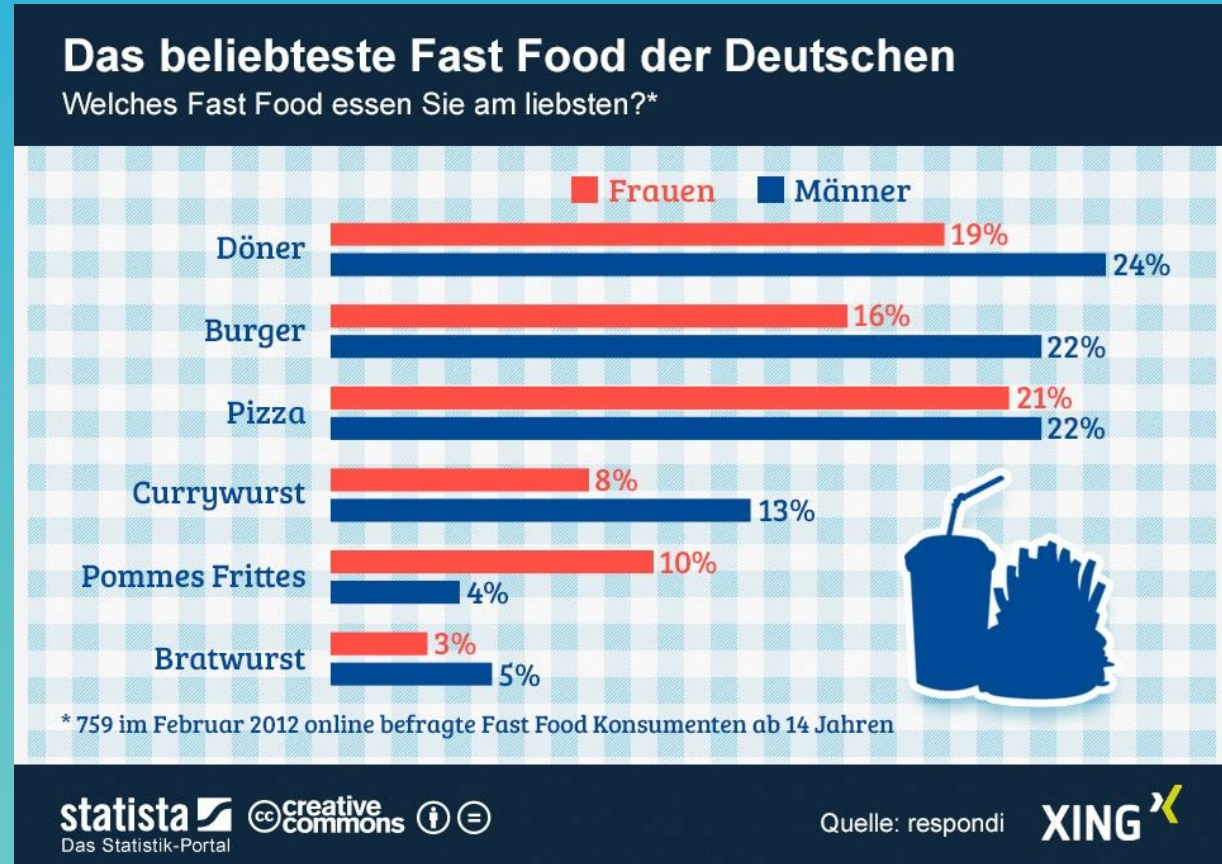
Option 2: Have students answer specific questions about the infographic!

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!



Using Authentic Materials in the WL Classroom with Novice Mid Learners

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

*After you watched the video,
answer the following questions:*

- Who?
- What?
- Where?
- When?
- What?





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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

<https://bit.ly/3bkCyJo>

Tonia Slain

k12@xanedu.com

800-218-5971



Teşekkür ederim

Aitah

Je vous remercie

Tak

Ačiū

Дзякуй

Dziękuję Ci

Děkuji

Takk skal du ha

أرغمتش

謝謝

Спасибо

고맙습니다

ありがとうございました

Obrigado

Grazie

Paldies

Kitos

Mulțumesc

Hvala

ΧΤΗΝΩ

Хвала вам

Gracias

Tack

Danke

Дякую

Dank je

Ευχαριστώ

Thank You!

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