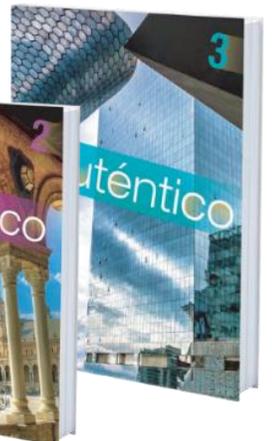




Assessment
in
Auténtico
and
Realidades



Assessment

Assess standards and Demonstrate Understanding

Auténtico is fully aligned to the ACTFL World-Readiness Standards for Learning Languages. The standards are organized around five goal areas: Communication, Culture, Connections, Comparisons, and Communities. The three modes of communication (Interpersonal, Interpretive, and Presentational), encompass a number of skills, including reading, writing, speaking, and listening. These skills are best practiced through authentic situations and through working with materials from a variety of authentic sources.

Auténtico has been carefully written to provide activities that develop and assess communication at levels appropriate to the students' proficiency. The last page in each chapter of Levels 1–3, called *Preparación para el examen*, provides an overview of the chapter outcomes and performance tasks organized around the interpretive, interpersonal, and presentational modes of communication. Numerous online activities on **Realize** provide opportunities for formative and summative assessment of all three modes of communication.



SAVVAS
realize™

Assessment Resources on Realize

Auténtico offers a wide range of assessment resources for teachers and students on **Realize**. Or create your own test using the **ExamView®** Test Bank CD-ROM.

Assessment Program

- Placement test
- Chapter quizzes and tests
- Cumulative tests
- Rubrics and portfolio support

Alternate Assessment Program

Assessment options for students needing extra help and alternate assessment

Placement Test for Heritage Speakers

Leveled placement tests with audio
Vocabulary, grammar, and proficiency assessment

Assessment Program Para hispanohablantes

Chapter quizzes and tests with directions in Spanish
Cumulative tests with directions in Spanish
Rubrics in Spanish and portfolio support

SPEAK / RECORD

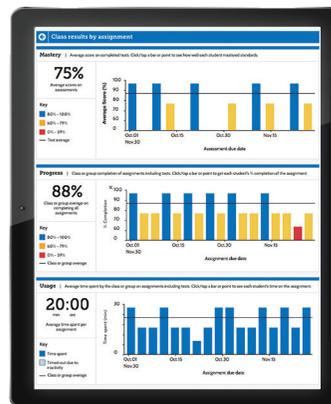
Use the Speak and Record feature on Realize to evaluate your students' interpersonal and presentation skills.

GAMES

Who says learning can't be fun? Each chapter of **Auténtico** offers a variety of games on Realize that help students monitor their learning.

INTERACTIVE WHITEBOARD

Get your students talking using the *¡Cuéntame!* and *Encuesta* Interactive Whiteboard Activities.



◀ Mastery Reports

Grading and reporting data is available for individual students and classroom instruction. Real-time data helps provide remediation and ensures student mastery and understanding of the standards.

Assessment Resources in AUTÉNTICO

Assessment Resources	Self-Evaluation	Formative	Summative: Achievement	Summative: Performance
Student Edition				
<i>Actividades</i> (various)		×		×
<i>Presentación oral</i>				×
<i>Presentación escrita</i>				×
<i>Preparación para el examen</i>				×
Print and Digital Resources				
Literacy Skills Workbook Two to three thematically linked readings per <i>Tema</i>				×
Examview® Computer Test Generator Test Banks			×	
				
Placement Tests				×
<i>Actividades</i> with Speak and Record	×	×		×
<i>Presentación oral</i>				×
Communicative Pair Activities		×		
Instant Checks	×	×		
Situation Cards				×
Interactive Whiteboard Activities		×		×
Chapter Quizzes	×	×		
Practice Tests				×
Chapter Tests with Speak and Record			×	×
Integrated Performance Assessments with Speak and Record				×
Cumulative Tests			×	×
Rubrics				×
Chapter Checklist and Self-Assessment worksheet	×			
Pre-AP® Activities				×
Mobile Apps				
Auténtico eText		×		×
Vocabulary App	×	×		

Level 1

Purposes of Assessment

The following chart outlines the various purposes for assessment:

Purposes of Assessment	
Entry-level assessment	<ul style="list-style-type: none"> Analyzes students' ability to communicate as a basis for placing students at an appropriate level in an established world languages program
Formative assessment	<ul style="list-style-type: none"> Provides real-time feedback during the instructional process Can take many different forms in the classroom Helps the teacher and student determine the next steps to further learning Takes place prior to the summative assessment
Summative assessment	<ul style="list-style-type: none"> Documents and evaluates students' learning or success at a point in time such as the end of a unit, chapter, or course of study

Forms of Assessment

Achievement tests determine what students know by evaluating them on specific, previously learned material, such as the names of items of clothing or the conjugation of -ar verbs. Students are tested on discrete bits of information. Achievement tests are used to measure the incremental steps involved in learning a second language—for example, to cover what was taught in a specific chapter. Achievement may be quizzed or tested with some frequency as proof of regular progress for both student and teacher.

Performance-based assessment measures what students can do with this knowledge and how well they can perform in the language. These tests do not involve testing specific items; rather they are performance-based, checking how well students integrate what they have learned. Their characteristic open-endedness permits students to use what they know to receive or communicate a message, since the emphasis is on communication needs. Performance-based assessment addresses this question: How well and at what level can the student use the language to receive and express meaningful communication?

▼ Performance-based presentational speaking task in *Auténtico 1 Capítulo 3A*

Presentación oral

OBJECTIVES

- Role-play an interview about classes, favorite activities, and favorite foods
- Use a list of questions to get the information you want

realize

Go Online to practice www.realize.com

PeersonSchool.com/Autentico

www.peerson.com

¿Y qué te gusta comer?

Task: You and a partner will role-play a telephone conversation between an exchange student from the United States and a member of his or her host family in Uruguay.

1 Prepare Be sure to prepare for both roles. Here's how:

Host student: List at least four questions for the exchange student. Find out what he or she likes to study, eat and drink for breakfast and lunch, and his or her favorite activities.

Exchange student: Write some possible answers to questions from the host student and be prepared to give information about yourself.

2 Practice Work with a partner to practice different questions and different responses. Here's how you might start your conversation:

Host student: Hola, Pablo! Soy Rosa.

Exchange student: ¡Hola, Rosa! ¿Cómo estás?

Host Student: Bien, gracias. Pues Pablo, ¿te gusta... ?

Continue the conversation. Use your notes in practice, but not to present.

3 Present You will be paired with another student, and your teacher will assign roles. The host student begins the conversation. Listen to your partner's questions and responses.

4 Evaluation The following rubric will be used to grade your presentation.

Rubric	Score 1
Completion of task	You ask or answer two questions during the conversation.
How easily you are understood	You are extremely difficult to understand. Your teacher could only recognize isolated words and phrases.
Your ability to keep the conversation going	You provide no conversational responses or follow-up to what your partner says.

Presentación escrita

OBJECTIVES

- Create a poster promoting healthy choices
- Gather information from a number of sources

realize

Go Online to practice www.realize.com

PeersonSchool.com/Autentico

www.peerson.com

Para mantener la salud

Task: You are researching good eating and exercise habits for your health class. Make a poster in Spanish in which you state your opinion with five supporting suggestions about how to lead a healthier life.

1 Prewrite Ask people at school and home about good eating and exercise habits for teens. List their ideas under these headings to organize your information.

• Debes comer... • No debes beber mucho(a)...

• Debes beber... • No debes comer mucho(a)...

• Debes... para mantener la salud

2 Draft Decide how to present the information logically as you write your first draft. Use visuals for clarity and give your poster a title.

3 Revise Share your draft with a partner. Your partner should check the following:

- Have you communicated your opinion and supporting statements well?
- Do the visuals convey meaning? Is the poster attractive?
- Are the vocabulary and grammar correct?

Rewrite your poster making any necessary changes.

4 Publish Make a final copy for posting in the nurse's office, a community center, your classroom, or your portfolio.

5 Evaluation The following rubric will be used to grade your presentation.

Rubric	Score 1	Score 2	Score 3
Completion of task	You included at least three opinions about how to follow a healthy lifestyle.	You included at least four opinions about how to follow a healthy lifestyle.	You included five or more opinions about how to follow a healthy lifestyle.
Accuracy of vocabulary and grammar	You had very little variation of vocabulary use with many grammar errors.	You had limited usage of vocabulary and some grammar errors.	You had extended use of a variety of vocabulary with very few grammar errors.
Effective use of visuals	You included only three visuals that clearly connect to information.	You included only four visuals that clearly connect to information.	You included five visuals that clearly connect to information.

Performance-based presentational writing task in *Auténtico 1 Capítulo 3B* ▶

Level 2

Purposes of Assessment

The following chart outlines the various purposes for assessment:

Purposes of Assessment	
Entry-level assessment	<ul style="list-style-type: none"> Analyzes students' ability to communicate as a basis for placing students at an appropriate level in an established world languages program
Formative assessment	<ul style="list-style-type: none"> Provides real-time feedback during the instructional process Can take many different forms in the classroom Helps the teacher and student determine the next steps to further learning Takes place prior to the summative assessment
Summative assessment	<ul style="list-style-type: none"> Documents and evaluates students' learning or success at a point in time such as the end of a unit, chapter, or course of study

Forms of Assessment

Achievement tests determine what students know by evaluating them on specific, previously learned material, such as the names of items of clothing or the conjugation of -ar verbs. Students are tested on discrete bits of information. Achievement tests are used to measure the incremental steps involved in learning a second language—for example, to cover what was taught in a specific chapter. Achievement may be quizzed or tested with some frequency as proof of regular progress for both student and teacher.

Performance-based assessment measures what students can do with this knowledge and how well they can perform in the language. These tests do not involve testing specific items; rather they are performance-based, checking how well students integrate what they have learned. Their characteristic open-endedness permits students to use what they know to receive or communicate a message, since the emphasis is on communication needs. Performance-based assessment addresses this question: How well and at what level can the student use the language to receive and express meaningful communication?

▼ Performance-based presentational speaking task in *Auténtico 2 Capítulo 4A*

Presentación oral

OBJECTIVES
 > Talk about what you were like and what you used to do as a child
 > Use visuals to help you organize your thoughts

realize

¿Cómo eras de niño(a)?

TASK You have a summer job at a guardería infantil. Create a series of pictures to show the children what you were like when you were young.

Estrategia
Using visuals Using visuals during an oral presentation helps organize your thinking.

1 Prepare Think about your childhood. Create a chart like this one and provide at least two pieces of information for each column.

¿Cómo eras?	¿Jugaba con...?	¿Me gustaba más...?	¿Tenía que...?	¿No me permitían...?
timido(a)	mi oso de peluche	jugar con mis amigos	hacer mi cama	pelearme con mis hermanos

Create a series of drawings or photos that illustrate all of the information on your chart. Be sure they are easy to understand and represent you when you were young. Add descriptions of yourself and of other people, and use sequenced sentences and details to describe events.

2 Practice Go through your presentation several times. You can use your chart to practice, but not when you present. Use your drawings and photos to help you recall what you want to say. Try to:

- provide as much information as possible
- use complete sentences
- present the events in a sequence
- speak clearly

3 Present Talk about what you were like during your presentation.

4 Evaluation The following rubric

Rubric	Score 1
How much information you communicate	You provide only one piece of information in each category.
How easily you are understood	You are difficult to understand and have many grammatical errors.
Quality of your visuals	You provide only one visual and it contains visible error(s) and smudges.

Presentación escrita

OBJECTIVES
 > Write about your favorite holiday or celebration as a child
 > Use a chart to help you generate more ideas

realize

Mi celebración favorita

TASK Write an e-mail to a friend describing a favorite holiday or celebration from your childhood.

1 Prewrite Think of an event you used to celebrate. Copy this chart and fill it in with words or expressions related to your topic.

¿Qué hacían?	¿Dónde se reunían?	¿Cómo era?	¿Por qué te gustaba?

2 Draft Use the ideas from the chart to write a first draft. Include simple sentences that show a sequence of events.

Modelo
 Mi celebración favorita era el Día de la Madre. Celebrábamos este día con toda la familia y, claro, con mi mamá. Primero íbamos a... Siempre le regalábamos... Ella siempre lloraba porque...

3 Revise Check your e-mail for correct spelling and use of vocabulary and the imperfect tense. Share the e-mail with a partner, who should check:

- Is the e-mail easy to read and understand?
- Does it provide an interesting description of the event?
- Is there anything you should add?
- Are there any errors?

Estrategia
Using a chart Thinking through categories and writing down key words and expressions will give you more ideas for writing.

4 Publish Rewrite the e-mail, making any necessary changes. Make a copy for your teacher or add it to your portfolio.

5 Evaluation The following rubric will be used to grade your presentation.

Rubric	Score 1	Score 3	Score 5
Amount of information you provide	You respond to only two questions.	You respond to only three questions.	You respond to all five questions.
Your accuracy in describing events in the past	You use three verbs in the past with grammatical errors.	You use four verbs in the past with some grammatical errors.	You use five or more verbs in the past with very few grammatical errors.
Your use of vocabulary and grammar	You use very little variation of vocabulary and have frequent usage errors.	You use limited vocabulary and have some usage errors.	You use an extended variety of vocabulary and have very few usage errors.

Capítulo 4B • doscientos treinta y uno 231

Performance-based presentational writing task in *Auténtico 2 Capítulo 4B* ▶

Level 3

Purposes of Assessment

The following chart outlines the various purposes for assessment:

Purposes of Assessment	
Entry-level assessment	<ul style="list-style-type: none"> Analyzes students' ability to communicate as a basis for placing students at an appropriate level in an established world languages program
Formative assessment	<ul style="list-style-type: none"> Provides real-time feedback during the instructional process Can take many different forms in the classroom Helps the teacher and student determine the next steps to further learning Takes place prior to the summative assessment
Summative assessment	<ul style="list-style-type: none"> Documents and evaluates students' learning or success at a point in time such as the end of a unit, chapter, or course of study

Forms of Assessment

Achievement tests determine what students know by evaluating them on specific, previously learned material, such as the names of items of clothing or the conjugation of -ar verbs. Students are tested on discrete bits of information. Achievement tests are used to measure the incremental steps involved in learning a second language—for example, to cover what was taught in a specific chapter. Achievement may be quizzed or tested with some frequency as proof of regular progress for both student and teacher.

Performance-based assessment measures what students can do with this knowledge and how well they can perform in the language. These tasks do not involve testing specific items; rather they are performance-based, checking how well students integrate what they have learned. Their characteristic open-endedness permits students to use what they know to receive or communicate a message, since the emphasis is on communication needs. Performance-based assessment addresses this question: How well and at what level can the student use the language to receive and express meaningful communication?

Performance-based presentational writing task in *Auténtico 3 Capítulo 5*

Performance-based presentational speaking task in *Auténtico 3 Capítulo 5*

Level 4

Assessment in *Realidades 4*

The role of assessment in the world languages classroom is to provide both the teacher and students with a measure of progress toward achieving predetermined outcomes. The assessment options in *Realidades 4* feature:

- Assessments that focus on what students know and what they can do
- Online self-evaluations that allow students to monitor their own progress
- Performance tasks based upon real-world, authentic activities
- Print and online assessment options
-  RealTalk! practice tasks to assess speaking

Self-evaluation

Students have several auto-graded activities on **realidades.com** that enable them to monitor their own progress.

Extra Practice Auto-graded activities that assess knowledge of new vocabulary and grammar

Practice Test Auto-graded assessment of chapter's vocabulary and grammar

Chapter Assessment

Chapter Tests Assess knowledge of vocabulary and grammar and include performance assessment tasks for listening, reading, and writing. There are two sample tests for each chapter as well as additional testing modules. Available in print or online.

ExamView® Assessment Suite Bank of test questions per chapter on CD-ROM

Speaking Assessment

Vocabulary, Grammar, and Communication Workbook: Voice Recording Online speaking activities that are graded by the teacher

 **RealTalk!** End-of-chapter *Práctica oral* performance tasks on **realidades.com** allow students to record their speaking activities and send them to the teacher for evaluation. Speaking tasks can be downloaded and saved to create a speaking portfolio.

Writing Assessment

Vocabulary, Grammar, and Communication Workbook: A escribir Online writing assessment graded by the teacher

Student Edition: Taller Performance-based writing tasks supported by the writing process

Preparing for the AP® Spanish Language and Culture Examination

Pre-AP* Resource Book Provides a correlation to pre-AP* activities for each chapter plus additional tasks



Use this guide to review important assessment features that make *Auténtico* and *Realidades 4* the best choice for your Spanish classroom.

Legend

Level 1  Level 2 
 Level 3  Level 4 

Built with Performance in Mind



100% coverage of the ACTFL Standards.

Lessons were designed with results in mind—what we expect that students “can do” with the language.

Preparación para el examen page in the student text not only tell students how they will be tested but what the task might be like and how they can review.

These “Can Do” statements allow the student to take ownership of their learning.

Build those important SEL skills such as Self-Management and Responsible Decision Making.

Formative Assessment Options

- Instant Checks
- Self-Assessment
- Speak & Record
- Pruebas with Remediation

Chapter Checklist and Self-Assessment Worksheet

I. Self-Evaluation

A. This is how I did in meeting the objectives of this chapter.
 Review the chapter objectives at the beginning of the chapter. Copy each objective and place a check next to those you have achieved.

I can _____
 I can _____
 I can _____
 I can _____

B. This is how I participated in the classroom activities.
 Evaluate how well you worked during this chapter.

	Great!	OK	Not so well	Comments
Class participation				
Partner/group work				
Homework				

Self-Assessment

Students have the opportunity to self-assess with chapter checklists and worksheets.

Students can properly assess their language acquisition as they reflect on how they learn and their

IV. Reflection

The activity I liked most in this chapter was _____
 The activity I liked least in this chapter was _____

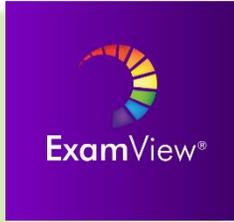
V. My Best Work

I have included these two examples of my best work in this chapter.

1. _____
 2. _____

This is why I chose them.

Summative Assessment Options



Printable and digital versions of these online in Realize. These **assessments are editable, printable**, and contain alternate assessments as well as assessments for your hispanohablantes and AP students.



📄 Examen del capítulo: ¿Desayuno o almuerzo?

📄 Assign 📄 Info 📄 Teacher Resources 📄 Customize

Includes Benchmark Assessments

Take customization to the next level with a free **download** of **ExamView** so that you can **further customize the assessments.**

Teacher resources

- 📄 Assessment para hispanohablantes: Examen del capítulo...
- 📄 Printable Alternate Assessment: Examen del capítulo...
- 📄 Printable Examen del capítulo: ¿Desayuno o almuerzo...

Para hispanohablantes

← Para hispanohablantes

Select all

Full Book

- 📄 Para hispanohablantes: Placement Assessment
 - 📄 Assign 📄 Info
- 📄 Para hispanohablantes
 - 📄 Info
- 📄 Para hispanohablantes: Answer Keys
 - 📄 Info
- 📄 Assessment Program: Para hispanohablantes
 - 📄 Info
- 📄 Assessment Program: Para hispanohablantes: Answer Key
 - 📄 Info

3A

Vocabulario en contexto (Nivel 3A, págs. 124-126)

Elige una palabra de vocabulario para cada definición.

- La primera comida del día: _____
- Los panes las avas; son blancos y ovalados: _____
- Una fruta redonda y roja: _____
- Bebida que se toma caliente, a base de hierbas: _____
- Bebida preparada con frutas: _____

Completa las tablas siguientes. En las columnas debajo de *Qué*, escribe las cosas que comes para el desayuno y el almuerzo. En las columnas debajo de *Cuando*, escribe la hora a la que comes el desayuno y el almuerzo.

	De lunes a viernes		Los fines de semana	
	Qué	Cuando	Qué	Cuando
Desayuno			Desayuno	
Almuerzo			Almuerzo	

Más vocabulario: papadito, comarosa, panadito, tridoro

También se dice... banana, plátano, tomate, fresa, chocolate, maza

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Para hispanohablantes Assessments include:

- Placement Test
- Special Activities
- Assessment Program

Integrated Performance Assessments

Capítulo 4B

Integrated Performance Assessment for the Intermediate-High Level

Unit theme: Celebrando los días festivos

Context for the Integrated Performance Assessment: You will be at your school for 3 weeks at your school. Because family celebrations are important events in Spain, the students would like to learn about family celebrations in the United States. Your class has been asked to talk about holidays or celebrations that were important to you during your childhood.

Interpretive Task: Watch the *Videohistoria* for *Capítulo 4B*. Listen as Valentina, Ximena and Teo describe New Year's Eve traditions in the Spanish-speaking world. Think about a holiday or family celebration that was important to you during your childhood. Why was it important to you? Write a few sentences about how you and your family used to celebrate the event.

Interpersonal Task: Tell your partner about a holiday or family celebration that was important to you. Describe how you used to celebrate it. Ask each other questions about the celebration. You might ask about music, food, or traditions.

Presentational Task: Make an oral presentation about the holiday or family celebration that was important to you. Describe how you used to celebrate it. Ask each other questions about the celebration. You might ask about music, food, or traditions.

Interpersonal Task Rubric

	Score: 1 Does not meet expectations	Score: 3 Meets expectations	Score: 5 Exceeds expectations
Language Use	Student uses little or no target language and relies heavily on native language word order.	Student uses target language consistently but may mix native and target language word order.	Student uses target language word order into conversation.
Vocabulary Use	Student uses limited and repetitive language.	Student uses only recently acquired vocabulary.	Student uses both recently and previously acquired vocabulary.

Presentational Task Rubric

	Score: 1 Does not meet expectations	Score: 3 Meets expectations	Score: 5 Exceeds expectations
Amount of Communication	Student gives limited or no details or examples.	Student gives adequate details or examples.	Student gives consistent details or examples.
Accuracy	Student's accuracy with vocabulary and structures is limited.	Student's accuracy with vocabulary and structures is adequate.	Student's accuracy with vocabulary and structures is exemplary.
Comprehensibility	Student's ideas lack clarity and are difficult to understand.	Student's ideas are adequately clear and fairly well understood.	Student's ideas are precise and easily understood.
Vocabulary Use	Student uses limited and repetitive vocabulary.	Student uses only recently acquired vocabulary.	Student uses both recently and previously acquired vocabulary.

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Communication Activities Test Preparation • Capítulo 4B 243

Our Integrated Performance-Based Assessments (IPAs) provide real-world tasks with integrated audio and video sources, enabling students to demonstrate what they can do in all 3 modes of communication.

Includes contexts for tasks and rubrics.



Integrated Performance Assessment, 4B

Tools: [Glossary](#) | [Verb Chart](#) | [Tutorials](#)

Unit theme: *Celebrando los días festivos*

Once you've completed all three tasks, submit your work to your teacher for a grade. Remember you must complete each task in order to receive your grade.

Context for the Integrated Performance Assessment: A group of students from Spain is spending three weeks at your school. Because family celebrations are important events in Spain, the students would like to learn about family celebrations in the United States. Your class has been asked to talk about holidays or celebrations that were important to you during your childhood.

Part I: Interpretive Task

Watch the *Videohistoria* for *Capítulo 4B*. Listen as Valentina, Ximena and Teo describe New Year's Eve traditions in the Spanish-speaking world. Think about a holiday or family celebration that was important to you during your childhood. Why was it important to you? Write a few sentences about how you and your family used to celebrate the event.

Video

B I U x x Ω ✂ 📄 ↶ ↷



Use this guide to review important assessment features that make *Auténtico* and *Realidades 4* the best choice for your Spanish classroom.

Presentational

141

93

147

163
170

Every chapter builds toward presentational tasks called **Presentación oral** and **escrita**, in which **students speak and write with purpose**. Each task includes a **step by step process** and rubrics; speaking tasks use **Speak & Record**.

Presentación oral

OBJECTIVES

- Role-play an interview about classes, favorite activities, and favorite foods
- Use a list of questions to get the information you want

Go Online to practice **PEARSON realize.** PearsonSchool.com/Autentico

SPEAK RECORD

¿Y qué te gusta comer?

TASK You and a partner will role-play a telephone conversation between an exchange student from the United States and a member of his or her host family in Uruguay.

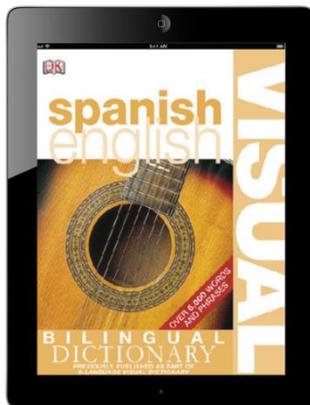
- 1 Prepare** Be sure to prepare for both roles. Here's how:
 - Host student:** List at least four questions for the exchange student. Find out what he or she likes to study, eat and drink for breakfast and lunch, and his or her favorite activities.
 - Exchange student:** Write some possible answers to questions from the host student and be prepared to give information about yourself.
- 2 Practice** Work with a partner to practice different questions and different responses. Here's how you might start your conversation:
 - Host student:** ¡Hola, Pablo! Soy Rosa.
 - Exchange student:** ¡Hola, Rosal! ¿Cómo estás?
 - Host Student:** Bien, gracias. Pues Pablo, ¿te gusta . . . ?
 Continue the conversation. Use your notes in practice, but not to present.
- 3 Present** You will be paired with another student, and your teacher will assign roles. The host student begins the conversation. Listen to your partner's questions and responses and keep the conversation going.
- 4 Evaluation** The following rubric will be used to grade your presentation.

Rubric	Score 1	Score 3	Score 5
Completion of task	You ask or answer two questions during the conversation.	You ask or answer three questions during the conversation.	You ask or answer four or more questions during the conversation.
How easily you are understood	You are extremely difficult to understand. Your teacher could only recognize isolated words and phrases.	You are understandable, but have frequent errors in vocabulary and/or grammar that hinder your comprehensibility.	You are easily understood. Your teacher does not have to "decode" what you are trying to say.
Your ability to keep the conversation going	You provide no conversational response or follow-up to what your partner says.	You provide frequent response or follow-up to what your partner says.	You always provide a response to your partner, listen and ask follow-up questions or volunteer additional information.

Capítulo 3A • ciento cuarenta y un



Personalize communications with the **DK Visual Bilingual Dictionary**.



LOS ALIMENTOS • FOOD

las verduras 1 • vegetables 1

la haba
fava bean

el ejote
/ la judía verde
runner bean

el ejote
/ la judía verde
green bean

el chícharo
/ el guisante
pea

el germinado de soja
bean sprout

el bambú
bamboo

el quimbombó
okra

el maíz dulce
corn

la endibia
chicory

el hinojo
fennel

los palmitos
palm hearts

el apio
celery

vocabulario • vocabulary

la hoja leaf	la calabaza pumpkin	la punta tip	biológico organic
el tallo stalk	la almendra kernel	el corazón / el centro heart	la bolsa de plástico plastic bag

¿Vende verduras orgánicas (biológicas)?
Do you sell organic vegetables?

¿Son productos locales?
Are these grown locally?

Capítulo 3B • ciento sesenta y cinco 165

Presentación escrita

OBJECTIVES

- Create a poster promoting healthy choices
- Gather information from a number of sources

Go Online to practice **PEARSON realize.** PearsonSchool.com/Autentico

SPEAK RECORD

Para mantener la salud

TASK You are researching good eating and exercise habits for your health class. Make a poster in Spanish in which you state your opinion with five supporting suggestions about how to lead a healthier life.

- 1 Prewrite** Ask people at school and home about good eating and exercise habits for teens. List their ideas under these headings to organize your information.
 - Debes comer . . .
 - Debes beber . . .
 - Debes . . . para mantener la salud
 - No debes beber mucho(a) . . .
 - No debes comer mucho(a) . . .
- 2 Draft** Decide how to present the information logically as you write your first draft. Use visuals for clarity and give your poster a title.
- 3 Revise** Share your draft with a partner. Your partner should check the following:
 - Have you communicated your opinion and supporting statements well?
 - Do the visuals convey meaning? Is the poster attractive?
 - Are the vocabulary and grammar correct?
 Rewrite your poster making any necessary changes.
- 4 Publish** Make a final copy for posting in the nurse's office, a community center, your classroom, or your portfolio.
- 5 Evaluation** The following rubric will be used to grade your presentation.

Rubric	Score 1	Score 3	Score 5
Completion of task	You included at least three opinions about how to follow a healthy lifestyle.	You included at least four opinions about how to follow a healthy lifestyle.	You included five or more opinions about how to follow a healthy lifestyle.
Accuracy of vocabulary and grammar	You had very little variation of vocabulary use with many grammar errors.	You had limited usage of vocabulary and some grammar errors.	You had extended use of a variety of vocabulary with very few grammar errors.
Use of visuals	You included only three visuals that clearly connect to information.	You included only four visuals that clearly connect to information.	You included five visuals that clearly connect to information.

¡Proyectos con propósito!

Auténtico provides deeper opportunities for learning with Project-Based and Performance-Based Language Learning

Projects are divided into manageable steps that can be completed as students work through the two chapters in the Tema.

- Activities/projects in every chapter/unit engage allow students to use their emerging language skills and see the connection with other disciplines.
- Projects provide real-world contexts and tasks relevant to students' lives.
- Flexible platform also enables you to add your already created projects with ease and quickly assign.

PROJECT-BASED LEARNING

Guía para el tiempo libre (continued)
As part of their weekend guides, encourage students to research local professional, amateur, and school sports teams. Many local teams now have social media sites or Web pages. Have students discuss and plan the format for the sports events and provide information about the venues.

Real-Life Application

Rubric	Score 1	Score 3	Score 5
Evidence of Planning	You provided no written draft or design plan.	Your draft was written and the design planned, but not corrected.	You corrected your draft text and design plan.
Your use of visuals	You included no visuals.	You included photos / visuals, but your page design was unorganized.	Your Web page was easy to read, complete, and accurate.
Your presentation	You included little of the required information for the Web page and made no attempt to "sell" the product.	You included most of the required information for the Web page and made some attempt to "sell" the product.	You included all of the required information for the Web page and tried to produce a professional product.

Rubric Guides & Supports

Performance-Based Learning Project
Explain the task to students, and have them perform Step 1. Share the rubric that will be used to grade their project. (For more information, see p. 122-b.)

Steps Chunk the Task

Through project-based language learning, students CAN:

- Build proficiency in all 3 modes of communication
- Increase literacy skills via accessing authentic resources and creating their own products in the target language
- Combine new learning with activation of prior knowledge
- Engage multiple modalities of learning
- Assess, analyze and design, and tap into other students' resources and knowledge
- Communicate results with others and express their ideas
- Foster social-emotional learning as students connect, communicate, cooperate, compare cultures, and form learning communities

Rubric	Score 1	Score 3	Score 5
Completeness of information	You provide only the name of your project.	You provide the name and location of your project.	You provide your project name, location, plus when, for how long, and who.
Accuracy of language	You use little variation of vocabulary with many grammar errors.	You use limited vocabulary with some grammar errors.	You use a variety of vocabulary with very few grammar errors.
Visual presentation	Your only visual on the poster is the title.	You provide the title and one visual on your poster, in color.	You provide the title and two or more visuals on your poster, in color.

Auténtico

Your path, your world, your way

Theme Project

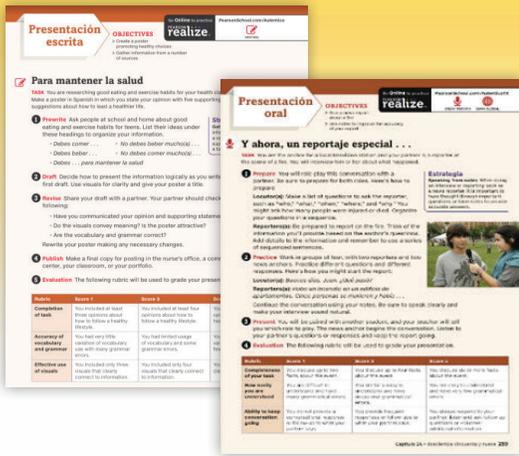
Para la salud: Vacaciones

Overview: Students create a Web page describing a day at a health resort. The Web page includes a schedule of the day's activities and descriptions of breakfast, lunch, and dinner with photos or drawings of each meal and one of the activities. Students present the Web pages to the class as if they were sales representatives from the resort.



Create Using Chapter Content

Student Presentations



The Teacher's Edition also includes a performance-based learning project for each Tema.

- Projects include engaging tasks such as the creation of a digital photo album, creating a web page, designing the home of their dreams, or writing a blog, etc.
- A grading rubric is also included for each performance-based learning project.

Special **Proyectos para hispanohablantes** are included with associated editable rubrics.

Tema 3 Proyecto: Vacaciones para la salud!			
CRITERIOS	1 punto	3 puntos	5 puntos
Evidencia de planificación	No hay un borrador ni un diseño de las páginas	Hay un borrador y un diseño, pero no están corregidos	Hay un borrador y un diseño de las páginas corregidos
Uso de ilustraciones	No incluye fotos ni material visual	Incluye fotos/material visual, pero el diseño estaba desorganizado	El folleto era fácil de leer, completo y correcto
Presentación	Incluye muy poco de la información requerida para el folleto; no hace ningún esfuerzo por "vender" el producto	Incluye la mayor parte de la información requerida para el folleto; hace un esfuerzo por "vender" el producto	Incluye toda la información requerida para el folleto; trata de "vender" el producto

See the list of projects by chapter inside each level of Auténtico

Level of Auténtico Chapter/Tema	Project Name
Level A/B/1	
1A- ¿Qué te gusta hacer? 1B- Y tú, ¿cómo eres?	Álbum de recuerdos
2A- Tu día en la escuela 2B- Tu sala de clases	Página Web
3A- ¿Desayuno o almuerzo? 3B- Para mantener la salud	Para la salud: Vacaciones
4A- ¿Adónde vas? 4B- ¿Quieres ir conmigo?	Guía para el aire libre
5A- Una fiesta de cumpleaños 5B- ¡Vamos a un restaurante!	Árbol genealógico con fotos y descripciones
6A- En mi dormitorio 6B- ¿Cómo es tu casa?	La casa de mis sueños
7A- ¿Cuánto cuesta? 7B- ¡Qué regalo!	Catálogo por ventas en línea
8A- De vacaciones 8B- Ayudando en la comunidad	Diario ilustrado
9A- El cine y la televisión 9B- La tecnología	Cápsula de información
Level 2	
1A- ¿Qué haces en la escuela? 1B- ¿Qué haces después de las clases?	Mi escuela: Una guía
2A- ¿Cómo te preparas? 2B- ¿Qué ropa compraste?	Revista de modas
3A- ¿Qué hiciste ayer? 3B- ¿Cómo se va . . . ?	Lugares en la comunidad
4A- Cuando éramos niños 4B- Celebrando los días festivos	Un álbum de fotos

Level of *Auténtico* Chapter/Tema

Project Name

Level 2 <i>Continued</i>	
5A- Un acto heroico 5B- Un accidente	En las noticias
6A- ¿Viste el partido en la televisión? 6B- ¿Qué película has visto?	Las películas y la televisión: Un juego
7A- ¿Cómo se hace la paella? 7B- ¿Te gusta comer al aire libre?	Una comida especial
8A- Un viaje en avión 8B- Quiero que disfrutes de tu viaje	Cómo ser un buen turista
9A- ¿Qué profesión tendrás? 9B- ¿Qué haremos para mejorar el mundo?	La exposición de carreras
Level 3	
1- Días inolvidables	Un momento especial
2- ¿Cómo te expresas?	Un nuevo ídolo
3- ¿Qué haces para estar en forma?	Una vida saludable
4- ¿Cómo te llevas con los demás?	Conflict Resolution
5- Trabajo y comunidad	Un trabajo para un bilingüe
6- ¿Qué nos traerá el futuro?	La biblioteca del futuro
7- ¿Mito o realidad?	Archaeological Mysteries
8- Encuentro entre culturas	La historia de mi vida
9- Cuidemos nuestro planeta	Una escuela limpia
10- ¿Cuáles son tus derechos y deberes?	Entrevistas

Want to learn more about our exciting Spanish program *Auténtico*?

Go to [Savvas.com/TryAutentico](https://www.savvas.com/TryAutentico),

Click **SAMPLE, Select from Levels A, B, 1, 2, or 3 and be prepared to be delighted!**



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