



IPA PACKS

Integrated Performance Assessment



Spanish: Intermediate Level

Global Theme: Contemporary Life and Personal and Public Identities

Topics: basic demographics; description of Elena's bedroom; explanation of her collections; and likes/dislikes about music, television, and movies

Essential Questions:

- Who am I?
- What does my room say about me?
- What do I do in my free time?
- What are my likes and dislikes?

Suggested Grammar “Pop-up” Lessons:

- regular *-ar* verbs in the present tense
- stem-changing verbs in the present tense
- irregular “yo” form verbs in the present tense
- *gustar* and indirect object pronouns
- present subjunctive

Conoce a Elena: una joven mexicana IPA

Questions Asked in the Video:

Note: Interviewer is a typical native speaker. Any slight grammatical speaking errors have been corrected in the text provided below for student use.

1. *Desríbenos tu habitación, por favor.*
2. *¿Qué te gusta más y qué no te gusta de tu habitación?*
3. *¿Qué cosas coleccionas y en dónde las guardas?*
4. *¿Tienes computadora y videojuegos en tu habitación?*
5. *¿Te gusta ver televisión en tu cuarto?*
6. *¿Te gusta escuchar música?*
7. *¿Compertes tu habitación con alguien?*
8. *¿Cómo te sientes con ello?*
9. *¿Qué crees que dice tu habitación acerca de ti?*
10. *¿Crees que alguien puede saber cómo eres solamente por ver tu cuarto?*

What is an IPA (Integrated Performance Assessment)?

Integrated performance assessments consist of tasks that cultivate skills in each of ACTFL's three modes of communication. The tasks are built around carefully selected authentic resources chosen because they are comprehensible to students and related to specific themes. (*iListos!* IPA packs align with AP Spanish themes.) Teachers can choose which task(s) to assess, evaluating student performance against standards set forth in a rubric.

IPAs begin with **Interpretive Tasks**, in which students listen to and/or read an authentic resource, then answer informational and interpretive questions to check their comprehension. An IPA may contain either a written text or video/audio sample, or both. *iListos!* IPA packs contain both a reading and a listening component and comprehension questions modeled on ACTFL. You may choose to use one or both of the authentic resources provided.

The Interpretive Task is then followed by Interpersonal and Presentational tasks. *iListos!* IPA packs are designed to allow these tasks to be completed orally or in writing, at the teacher's discretion.

An **Interpersonal Task** requires students to interact through spontaneous oral or written communication relating to the themes/information encountered in the previous tasks.

A **Presentational Task** requires students to perform formal speaking or writing tasks using one-way communication with an audience of listeners or readers, incorporating information/themes touched on in the previous tasks.

Why use IPAs?

Integrated Performance Assessments are designed to...

- Remove separation between what students do to learn and how they demonstrate that learning. Assessing a student's use of language and cultural knowledge during completion of a task eliminates the need to create artificial tests structured differently than the tasks themselves.
- Cultivate communication skills that will be used in the world outside the classroom, and do so in such a clear-cut way that students never need to ask, "Why are we doing this?"
- Expose students to authentic resources because these resources demonstrate language as students will encounter it in the real world, and because they are more likely to accurately represent the cultures in which the language is spoken than content from a textbook.

How to Use This Integrated Performance Assessment (IPA):

Step 1 – Interpretive Tasks:

Reading: *Una serie de televisión popular: Atrévete a soñar*

Listening: *Conoce a Elena y su habitación*

1. Assign your students the first step of this task, “No-Excuse Words/Phrases to Learn for the Unit,” prior to reading the article or viewing the video. Students must look up the “No-Excuse Words/Phrases” and record their definitions. Ask students to study and review the words in order to better understand the video and/or article contents.
2. Share the video with your students. This can be done in any way you see fit: individual personal viewing via desktop computer, laptop, or tablet; home viewing after posting the video on your school/classroom website; or whole classroom viewing via whiteboard or projection screen.
3. Provide the remaining sections of the pack to your students. Instruct them to complete the literal comprehension section activities 1–9 in that order. These activities are to be completed in English, with the exception of the Key Words, Supporting Details, Comparing Cultural Perspectives, and Personal Reaction activities.

The Comparing Cultural Perspectives and Personal Reaction sections are intended to prepare the students for the Interpersonal and Presentational Task sections.

Students are to complete one or more sections each day until all the activities in the task are complete. Students will likely need to view the video repeatedly—when and how many times is at your discretion and will depend on the needs/levels of your students.

Step 2 – Interpersonal Speaking Task: *Conoce a tu compañero/a*

Provide the list of questions for this task to your students. Ask them to select a partner and take turns asking each other the questions from the list. Walk around and monitor the discussions. This interactive communication task requires the students to stay in the target language at all times. This task can be recorded for convenience in grading and student review exercises.

Interpersonal Writing Task Option: Make this a writing task by passing out the question list and asking the students to write in Spanish the answers to the questions.

Step 3 – Presentational Writing Task: *Un correo electrónico a Elena*

Give students instructions to draft an email or write a letter to Elena in Spanish, including the information requested.

Presentational Speaking Task Option: Make this a speaking task by having students film a short video of their bedroom, including the information requested on the list.

Suggested Grammar “Pop-up” Lessons:

Give an informal, brief lesson on the grammar/structures used in the authentic resource(s) provided with the IPA by calling students’ attention to and explaining any features students ask about. Also discuss the practiced structures that the students will need to use to meet the communicative goal(s) in both the Interpersonal and Presentational Tasks. Exit slips and/or grammar quizzes can be given to check for understanding.

Reading Element: Refer back to the reading element and ask students to find and highlight examples of *-ar* verbs. Discuss the various verb endings found in the reading element with students. You can also cover the stem-changes as there are several stem-changing verbs used in the article and the present subjunctive if students notice a difference in the pattern for verb endings.

Video Element: Teach the present tense *-ar* verbs used in the questions and Elena’s answers by having students identify the verbs that they hear in the video. Provide a list or have the students make a list of verbs used while watching the video. Tell them to make a check mark next to the verb each time they hear it in the video.

Intermediate-level Rubrics and **Answer Keys** are provided in individual folders for your convenience.

Conoce a Elena: una joven mexicana IPA



IPA includes intermediate-level:

- Interpretive Reading and Writing Tasks
- Interpersonal Speaking or Writing Task
- Presentational Speaking or Writing Task
- Interpretive, Interpersonal, and Presentational Rubrics

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Reading and Listening Elements: Videos, audio tracks, and/or reading material included free with the purchase of this IPA grant the teacher the right to access the link provided for viewing by students and/or provide the content file to the students by uploading or posting them on individual teacher web pages, sharing in class, or on individual computers, and tablets for student access only. It is illegal to make multiple copies for an entire school or school district. This product may not be uploaded to or installed on a school or district network or server. You may not remove or alter any copyright, trademark, service mark, or other copyright notices. It is illegal to publish, distribute, retransmit, sell, or provide access to the content except as described in this notice. You may not modify, decompile, or create derivative works based on this content.