



IPA PACKS

Integrated Performance Assessment



Spanish: Novice Level

Global Theme: Contemporary Life and Personal and Public Identities

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

Essential Questions:

- Who am I?
- What does my room say about me?
- What are my likes/dislikes?

Suggested Grammar “Pop-up” Lessons:

- *-ar* present tense verbs
- *me gusta(n)/te gusta(n)*
- irregular “yo” form verbs in the present tense

Conoce a Grecia: 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. *Descríbenos tu cuarto.*
2. *¿Cuáles son tus cosas favoritas? ¿Por qué?*
3. *¿Qué cosas no te gustan de tu habitación?*
4. *¿Qué cosas coleccionas y en dónde las guardas?*
5. *¿Tienes computadora o videojuegos en tu habitación?*
6. *¿Te gusta escuchar música? ¿Qué tipo escuchas?*
7. *¿Te gusta ver televisión en tu habitación?*
8. *¿Qué tipo de programas ves?*
9. *¿Compartes tu habitación con alguien?*
10. *¿Qué crees que dice tu habitación acerca de tí?*

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: *20 secretos de Dulce María*

Listening: *Conoce a Grecia 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, 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 Writing Task: *Un correo electrónico para Grecia*

Students read an email sent by Grecia and are asked to respond in Spanish to the message. Grecia is writing to find out if students received her video and what their response is to it. She wants to know about their rooms, collections, likes, and dislikes. Students will address all of her questions in a response and ask their own question(s) in return.

Interpersonal Speaking Task Option: Make this a writing task by having students ask a partner the questions from the video. Walk around the room to monitor that the students are staying in the target language. 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.

Step 3 – Presentational Speaking Task: *Una cosa que me gusta o que colecciono*

Assign each student to select from their bedroom an item that they collect or that reflects their personality or interests. Ask them to draw or take a picture of it and bring the picture or photo into class. Break the students off into small groups of 3–4 to discuss their item with one another in the target language.

Presentational Writing Task Option: Make this a Presentational Writing Task by instructing each student to write in Spanish a detailed descriptive paragraph about their selected item.

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: Teach the verb *gustar* with the indirect object pronouns *me* and *te*. Practice *me/te gusta* with an infinitive in class or in small groups. Instruct students to read the article and highlight the *gustar* structures.

Optional: Discuss the difference in meaning between *me gusta/te gusta* and *me gustaría/te gustaría*.

Video Element: Teach the present tense verbs with an irregular “yo” form, including *ser*, *ver*, *decir*, and *tener*. For upper-level classes, ask students to make a list of the irregular “yo” form verbs that they hear in the video for upper-level classes. For lower- or beginning-level classes, provide a list to students in advance and have them check off the verbs each time they hear them spoken in the video.

Optional: Teach direct object pronouns. Ask students to identify and record when they hear them used in the video and when the object is replaced by the pronoun.

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

Conoce a Grecia: una joven mexicana IPA



IPA includes novice-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.