



IPA PACKS

Integrated Performance Assessment



Spanish: Intermediate/Mid Level

Global Theme: Contemporary Life

Topics: hobbies, pastimes, extracurricular activities, volunteerism

Essential Questions:

- What do you do in your free time?
- How do your free time activities contribute to your well-being?
- How does volunteerism benefit you and your community?

Suggested Grammar “Pop-up” Lessons:

- preterite versus imperfect
- subjunctive with the indefinite/nonexistent
- past participles

Conoce a Fernando y su pasatiempo 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. *¿Qué haces en tu tiempo libre o después de la escuela con tus amigos?*
2. *¿Qué piensas de ser guía?*
3. *¿Qué te parece difícil y por qué?*
4. *¿Cómo empezaste a ser guía de este museo?*
5. *¿Con quién compartes esta actividad?*
6. *¿Les recomendarías a tus amigos esta actividad y por qué?*
7. *¿Qué beneficios tiene para ti el ser guía de este museo?*

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 a 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: *Semilla: Museo Centro de Ciencia y Tecnología, Chihuahua*

Listening: *Fernando y su pasatiempo*

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 brochure contents.
2. Share the video or article 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: *Un folleto del Museo Semilla*

Students select a partner, read the provided brochure from the *Museo Semilla*, and talk to their partner about which classes they would take, which exhibits they would visit, and why. This Interpersonal 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 asking students to fill out a volunteer application in Spanish.

Link to online example: www.vdevoluntario.org.mx/registro/reg_voluntario.aspx

Step 3 – Presentational Writing Task: *Un trabajo de voluntario*

Have each student write a cover letter in Spanish for an application for a volunteer position in the *Museo Semilla*. In their letters, have them explain why they would be a good volunteer and discuss their past experiences.

Presentational Speaking Task Option: Instruct students to create a slideshow presentation using pictures from a past volunteer experience to share with the class, and to talk about the activity in Spanish.

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 a basic introduction to the formation of the past participle as a verb and as an adjective. Then have students find specific examples in the brochure about the *Museo Semilla*. Once they find the examples, have them identify whether they are used as verbs or adjectives.

Video Element: Students can analyze the specific part in the video where Fernando discusses how he began his volunteer work (Video Question #4). They can identify the actions in progress (imperfect) and the completed actions (preterite).

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

Conoce a Fernando y su pasatiempo IPA



IPA includes intermediate/mid-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.