



IPA PACKS

Integrated Performance Assessment



Spanish: Intermediate Level

Global Theme: Contemporary Life

Topics: food; ingredients; health

Essential Questions:

- What is a fast food restaurant like?
- How are fast food restaurants perceived by the public?
- What makes a food healthy?

Suggested Grammar “Pop-up” Lessons:

- present tense (regular and stem-changing verbs)
- the pronoun “se”
- reflexive verbs

Conoce a Daniel y su restaurante favorito 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 tipo de restaurante es este?*
2. *¿Cuál es tu comida favorita que ordenas aquí y por qué?*
3. *¿Tu familia hace este platillo en tu casa?*
4. *¿Puedes hablarnos sobre las cosas que ofrece el menú de este lugar?*
5. *¿Cuál es la opción más saludable del menú?*
6. *¿Es importante para ti comer saludable y por qué?*
7. *¿Les recomiendas este restaurante a tus amigos y por qué?*

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, a video/audio sample, or both. *iListos!* IPA packs contain both a reading and 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: *Historias de éxito: Konga Burger*

Listening: *Daniel en Konga Burger*

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 article or 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: *El menú de Konga Burger*

Each student and a partner will act as a Konga Burger client and employee, respectively. They will imagine that the client is visiting the fast food restaurant for the first time and is deciding on what to order.

Interpersonal Writing Task Option: Visit Konga Burger’s Facebook page and have the students read the comments people have written about the new hamburgers at the restaurant. The students will add their comments to the dialogue and ask the restaurant manager a question.

Link to Facebook page: www.facebook.com/Burgerkong1/

Step 3 – Presentational Writing Task: *Una opción saludable*

A local fast food restaurant is asking for recommendations for a new healthy food item to be added to their menu. Your community will be used as one of their test markets. Write a letter to the headquarters. In the letter, make a suggestion for a new healthy food item. Explain why the item is a healthy option for customers and why you think it will be popular and/or successful.

Presentational Speaking Task Option: Each student will create and present a proposal for a new healthy fast food restaurant in their community. Each student will present their ideas to the class and explain why he/she thinks his/her restaurant will be successful.

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: Ask the students to read the article and highlight all the verbs that have “se” in front of them. This can lead into a discussion and practice with the reflexive “se” versus the impersonal “se.”

An additional option is to give the students the English translations of each verb and have them find the Spanish equivalents in the article.

Video Element: Have the students watch the video and make a list of all the present tense verbs that they hear. Then ask the students to separate the verbs between regular and stem-changing verbs (*elegir, poder, recomendar, etc.*).

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

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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.