



IPA PACKS

Integrated Performance Assessment



Spanish: Intermediate Level

Global Theme: Contemporary Life - Lifestyles; Families and Communities - Traditions

Topics: foods, ingredients, cooking utensils

Essential Questions:

- What do people typically eat for lunch?
- How do food and beverage reflect a culture?

Suggested Grammar “Pop-up” Lessons:

- Formal commands
- Present subjunctive after a conjunction (*para que, hasta que, cuando, mientras*)

Conoce a Daniel y su comida favorita 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. *¿Cuál es tu comida favorita y por qué?*
2. *¿Dónde y cuándo probaste por primera vez esto?*
3. *¿Qué ingredientes utilizas para prepararla?*
4. *¿Dónde compras estos ingredientes?*
5. *Generalmente, ¿quién prepara este platillo?*
6. *¿Qué es lo que acostumbras a desayunar?*
7. *¿A qué hora desayunas?*
8. *¿Cuáles son algunos de los alimentos más particulares que has probado?*

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: *Huevos rancheros: una receta*

Listening: *Conoce a Daniel*

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 Writing Task: *Las comidas favoritas de mi compañero/a*

Daniel has never traveled to the U.S. and is curious about what your students eat for their meals and where they eat them. Daniel has sent the students a list of the same questions he was asked in his interview. Students are to answer all the questions and ask additional questions using complete sentences in the target language.

Step 2 – Interpersonal Speaking Task: *Las comidas favoritas de mi compañero/a*

Students take turns asking a classmate the questions from the video to find out more information about what he/she eats for each meal, when the meal is eaten, and what ingredients are used to prepare the dish(es).

Step 3 – Presentational Speaking Task: *Cómo hacer algo*

Students create a “How To” or informational presentation about how to do an activity or make a dish to the class. In their presentations, the students must give an introduction, explain the steps using the appropriate type of command in the target language, and include visual aids.

Step 3 – Presentational Writing Task: *Cómo hacer algo*

Students write and share a recipe for a traditional dish that they eat at home with their family to add to a classroom cookbook. The recipe will include a short introductory paragraph explaining the origin of the dish, a list of ingredients and utensils needed to prepare the dish, and the steps to prepare it written in the target language.

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: Students read the recipe and highlight the commands used in each section. Next, ask students to compare the commands to the infinitive verbs and come up with the rules for formal command formation. Then, have them identify the present subjunctive after the conjunctions *cuando*, *mientras*, *hasta que*, and *para que*. Lastly, discuss with students the connection between formal commands and the present subjunctive.

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

Conoce a Daniel y su comida favorita 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

Authors: Melissa Creamer and Elaine Swope

Editor: Tina Groleau

Designer: Jennifer Knutson

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