



# IPA PACKS

Integrated Performance Assessment



**Spanish:** Novice Level

**Global Theme:** Contemporary Life–Lifestyles; Families and Communities–Traditions

**Topics:** food, ingredients, cooking utensils, meals

**Essential Questions:**

- What do I eat for dinner?
- Who prepares dinner for my family?
- How do dining habits in the target culture compare with my habits?

**Suggested Grammar “Pop-up” Lessons:**

- present tense
- informal commands
- informal commands with direct object pronouns

## *Conoce a Evelyn: 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?*
2. *¿Dónde y cuándo probaste por primera vez esto?*
3. *¿Qué ingredientes utilizas para prepararlo?*
4. *¿Generalmente quién cocina este platillo?*
5. *¿Qué acostumbras cenar?*
6. *¿A qué hora acostumbras cenar?*
7. *¿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:** *Sencillas tortillas mexicanas*

**Listening:** *Evelyn y su comida favorita*

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 or article with your students. This can be done in any way you see fit: printing individual copies of the reading element; 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 Speaking Task: *Las comidas favoritas de mi compañero/a*

Students select a partner and take turns asking each other the questions below featured in the video. These questions will guide a discussion in Spanish about their dinner routines.

1. *¿Cuál es tu comida favorita?*
2. *¿Dónde y cuándo probaste por primera vez esto?*
3. *¿Qué ingredientes utilizas para prepararlo?*
4. *¿Generalmente quién cocina este platillo?*
5. *¿Qué acostumbra cenar?*
6. *¿A qué hora acostumbra cenar?*
7. *¿Cuáles son algunos de los alimentos más particulares que has probado?*

**Interpersonal Writing Task Option:** Make this an Interpersonal Writing Task by having students write in Spanish the answers to the questions above featured in the video.

### Step 3 – Presentational Speaking Task: *Una receta mexicana*

Students will research to find and present to the class a recipe for a traditional Mexican dish. Ask that students include the ingredients and step-by-step instructions in Spanish for how to make the recipe, including visual aids to help illustrate the process.

**Presentational Speaking Task Option:** Make this a Presentational Writing Task by asking students to write out in Spanish a complete traditional Mexican recipe that includes all the ingredients and the step-by-step instructions to make the dish.

### 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. These are 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.

**Video Element:** Have students make a list of present tense verbs that they hear in the video. Ask them to listen to the video a second time and mark the number of times they hear each verb. An effective option is to give the students a list of verbs included in the video and ask them to mark the number of times they hear each verb. Hint: Most of the verbs are *-ar* verbs.

**Reading Element:** The recipe is written using informal commands. Ask students to start by highlighting or creating a list of each action that occurs in the first step. Share with them the number of actions in each step as needed. For example, in step 1 there are six actions (one repeats). Next, explain to the students that these are informal commands. Show them the infinitives on the board and see if they can figure out the formation rules for the affirmative form.

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

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## 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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### Ordering Information:

Downloadable SKU: 1B4907DL

Downloadable ISBN: 978-0-7560-5338-3

Published by Teacher's Discovery®

English • French • German • Social Studies • **Spanish**

2741 Paldan Drive, Auburn Hills, MI 48326

Phone 1.800.TEACHER • Fax 800.287.4509 • [www.teachersdiscovery.com](http://www.teachersdiscovery.com)

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