



# IPA PACKS

Integrated Performance Assessment



**Spanish:** Novice Level

**Global Theme:** Contemporary Life

**Topics:** food; ingredients; healthy eating

**Essential Questions:**

- What do they serve in my favorite restaurant?
- What do I like to order?
- Is the food I eat healthy?
- Is healthy eating important to me?

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

- the verb “*ser*”
- descriptive adjectives
- past participles as adjectives
- regular present tense

## ***Conoce a Karina: un restaurante tradicional de tacos 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 en este lugar?*
5. *¿Cuál es la opción más saludable en el menú?*
6. *¿Es importante para ti comer saludable y por qué?*
7. *¿Recomendarías 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 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:** *Los diferentes tipos de tacos mexicanos*

**Listening:** *Conoce a Karina: restaurante El Jalisciense*

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, 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 comentario en línea*

*El Jalisciense* advertises the catering services on their Facebook page. Students respond to a post and request more information about catering an event.

**Interpersonal Speaking Task Option:** Instruct students to select a partner and ask each other the same Spanish questions featured in the video. Have them discuss their favorite restaurant.

## Step 3 – Presentational Speaking Task: *Un menú para una taquería*

Students will research to learn about different kinds of tacos and create a custom taco menu for their own *taquería*. Students select a name for their *taquería*, then create and design a poster with a menu. They will then present their ideas, menu, and poster to the class.

**Presentational Writing Task Option:** Students will research to learn about different kinds of tacos and create a custom taco menu for their own *taquería*. Students select a name for their *taquería*, then create and design a poster with a menu.

## 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.

**Reading Element:** Have students share with the class the adjectives they can find in the first paragraph of the article and write their responses on the board. Explain that they can also use verbs as adjectives when you use the past participle. Then, have students find and highlight the past participles in the article. Next, have them try to figure out which verbs are participles used as adjectives and which ones are part of the present perfect tense.

**Video Element:** Review with students the forms of *ser*. Ask students to write down three examples of the verb *ser* used in the video. With a partner, have them share the examples they located in the video.

**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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**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.