



# IPA PACKS

Integrated Performance Assessment



**Spanish:** Novice Level

**Global Theme:** Contemporary Life

**Topics:** travel, places in the city, history of the city, things to do in the city

**Essential Questions:**

- What is it like to live in a city?
- What activities are there to do in a city?

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

- directional words (north, south, east, west)
- *ser* versus *estar*
- present tense

## *Conoce a Khalil: la ciudad de Chihuahua* 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. *Háblanos acerca de tu ciudad.*
2. *¿Por qué es conocida tu ciudad?*
3. *¿Qué datos interesantes conoces de la historia de tu ciudad?*
4. *¿Qué te gusta más de la ciudad en que vives?*
5. *¿Qué no te gusta de este lugar?*
6. *¿Qué lugares recomiendas para visitar y por qué?*
7. *¿A qué lugares te gusta salir a pasear?*

## 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 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:** *Mapa de carreteras de Chihuahua*

**Listening:** *Khalil y la ciudad de Chihuahua, México*

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 map 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, 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 mapa de carreteras de Chihuahua*

Instruct students to find and highlight the capital city of Chihuahua in the state of Chihuahua. Then, using the verb *estar* and the directional words, ask students to take turns talking with a partner about the location of the capital compared to other features on the map.

## Step 3 – Presentational Writing Task: Travel Brochure

Create a travel brochure for the city of Chihuahua that highlights popular tourist activities that interest you.

**Presentational Speaking Task Option:** Make this a speaking task by having students present their brochures to the class or create a slide presentation 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:** Use the map to introduce students to directional words. Have students figure out how to say additional directional words such as northeast, southwest, etc.

**Video Element:** Introduce students to the forms of *ser* and *estar*. Give a brief introduction to the uses of each verb. Have students create a list of the uses on a sheet of paper, or you can do this ahead of time. Include location for *estar* and description for *ser*. As they watch the video, students can mark each time they hear one of the uses.

**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 Task
- Presentational Speaking or Writing Task
- Interpretive, Interpersonal, and Presentational Rubrics

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