



IPA PACKS

Integrated Performance Assessment



Spanish: Intermediate/Mid 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?
- What makes up a city's history?

Suggested Grammar “Pop-up” Lessons:

- the past tenses (present perfect, preterite, pluperfect)
- *conocer*
- giving suggestions/recommendations

Conoce a Tania: la ciudad de Tania 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 del lugar donde naciste.*
2. *¿Qué cosas conoces de tu ciudad?*
3. *¿Por qué es conocida tu ciudad?*
4. *¿Qué datos interesantes conoces de la historia de tu ciudad?*
5. *¿Cuáles son las cosas que más te gustan de la ciudad en la que vives?*
6. *¿Qué no te gusta de este lugar?*
7. *¿Qué lugares recomiendas visitar y por qué?*
8. *¿Cuáles son tus restaurantes, teatros, tiendas de compras y lugares para 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 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: *La leyenda de La Pascualita*

Listening: *Conoce a Tania y su 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 viewing the video, or reading the article. 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: 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: *Una oficina de turismo*

Instruct your students to draft an email to an agent at the office of tourism for Chihuahua, Mexico. The email will explain that they are planning a family vacation to Chihuahua and would like some information about what to do and where to stay while in the city. Optional Link to Chihuahua Tourism Office: www.visita-chihuahua.com

Interpersonal Speaking Task Option: Ask students to bring in pictures from a recent family vacation. Separate the class into groups of 3–4 students to discuss in Spanish details about their vacations. Each student describes in the target language to the group where they went, where they stayed, what they saw, and the food they ate. The group members prepare follow-up questions to ask the presenter about the vacation. Questions may include whether they would recommend the vacation location, what they liked the best or the least, and a favorite memory from the trip.

Step 3 – Presentational Speaking Task: *Unas vacaciones en Chihuahua*

Arrange the class into groups of 2–3 students. Set up a scenario for a role-play task; a family is on vacation in Chihuahua, Mexico. They are taking a tour of the city with the Spanish-speaking tour guide. The tour guide offers suggestions and provides knowledge about the city to the family. They request additional information in Spanish and accept or reject the recommendations given by the tour guide.

Presentational Writing Task Option: *Una leyenda de tu ciudad*

Ask students to write in Spanish a fictional and creative *leyenda* from or about their city or community. Remind them to include an original title and transition words in the short story.

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: Students read the legend of *La Pascualita* and highlight the verbs in the present perfect, preterite, and pluperfect tenses. Then, as a class, you can discuss the differences and uses of the three past tenses, referring to the specific examples in the legend.

Video Element: Students view the video and focus on the questions Tania was asked. (Students can be given the questions ahead of time.) As a class, you can discuss the use of the verb *conocer*. You could add in the verb *saber* to discuss the differences between the two verbs.

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

Conoce a Tania: la ciudad de Tania IPA



IPA includes intermediate/mid-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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