



# IPA PACKS

Integrated Performance Assessment



## *La obesidad en México* IPA

**Spanish:** Intermediate/Mid Level

**Global Theme:** Global Challenges—health issues

**Topics:** body weight; dangers of obesity; childhood obesity

**Essential Questions:**

- Which populations are most at risk for being overweight or obese?
- What are the dangers of obesity?
- What are the causes of obesity?
- What is being done to prevent obesity?

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

- present tense regular verbs
- present tense irregular verbs
- noun-adjective agreement
- cognates

## 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 Task/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: *La obesidad en México*

**Reading:** *Obesidad infantil en México*

**Listening:** *Las Noticias: Chihuahua en resumen*

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: Celestino Alonso

Celestino Alonso is a legislator in Mexico and is known as the “voice of the citizens.” He posted the provided infographic on his Facebook™ page back in May of 2015. Using the provided printout of his Facebook page, ask your students to “post” a comment on his Facebook page in response to the information learned from reading this infographic.

**Interpersonal Speaking Task Option:** Using the above mentioned Facebook page printout for Celestino Alonso, instruct students to work with a partner and talk about possible solutions to the malnutrition and bad eating habits among children in Mexico.

### Step 3 – Presentational Speaking Task: *Las Noticias: hábitos de vida saludables*

Ask students to work together in pairs and create a news segment in Spanish about healthy life habits for children to help prevent obesity. Each segment will be presented to the class.

**Presentational Writing Task Option:** Ask students to work in pairs to create an infographic about healthy life habits for children to help prevent obesity.

### 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:** There are many cognates used in the provided infographic. Give a brief introduction to cognates by pulling out an example used in the infographic. Next, ask the students to find 10 more examples of cognates using the same infographic. Students can work with a partner or in small groups. This will help them read and understand the content before completing the IPA activities.

**Video Element:** Have students make a list of adjectives that they hear while listening to the segment. Then, have them listen a second time to decide if the adjectives come before or after the noun. As a class, discuss the placement of adjectives before a noun versus after a noun. This can also be done using the provided infographic.

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

# *La obesidad en México* 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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**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.