

CREATING IPAs : BRONZE LEVEL CHALLENGE

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PRE-SELF-ASSESSMENT

[KAHOOT!](#)

Integrated Performance Assessment (IPA)

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. IPAs are designed for students at the novice, intermediate, and advanced levels of proficiency. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics that rate performance in terms of whether the performance meets expectations, exceeds expectations, or does not meet expectations for the task.

Page 1: Developing an IPA (Integrated Performance Assessment)

Page 2: Designing activities to prepare for the IPA

1. Select a theme:

Theme: Communicative Context: Essential Question:

2. Choose the standards you will focus on for this unit / assessment:

3. Choose the proficiency level of the students you plan to assess.

Novice mid	Novice high	
Intermediate low	Intermediate mid	Intermediate high

4. Final IPA tasks that the students will do.

Create at least one task per column. Embed culture into the activities.

Interpretive reading and listening tasks <i>(use an authentic resource for audio/video/print)</i>	Interpersonal speaking and/or writing tasks <i>(real-world / authentic context)</i>	Presentational speaking and/or writing tasks <i>(real-world / authentic context)</i>

IPA Plan

Select a theme and choose standards

Page 1: Developing an IPA (Integrated Performance Assessment)

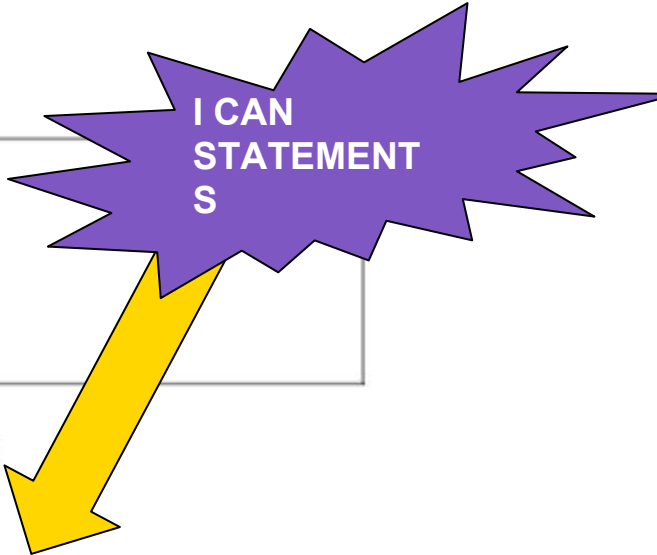
Page 2: Designing activities to prepare for the IPA

1. Select a theme:

Theme:

Communicative Context:

Essential Question:



I CAN
STATEMENT
S

2. Choose the standards you will focus on for this unit / assessment:

INTEGRATED

What does that mean?

For an IPA to be
INTEGRATED it needs a
contextual frame

All the tasks on the
assessment are
INTERCONNECTED and
related to a theme

The student is a
TRAVEL AGENT
preparing services for
a client

The student is a
FRIEND offering
advice to another
friend

The student is
preparing to STUDY
ABROAD

For example....

The student is a JOB
SEEKER engaged in
a search, interview,
etc...

Simulate a real
communicative
situation


Set the proficiency targets for your IPA

3. Choose the proficiency level of the students you plan to assess.

	Novice mid	Novice high	
Intermediate low	Intermediate mid	Intermediate high	

4. Final IPA tasks that the students will do.

Assessing Performance vs. Assessing Proficiency: How are these assessments different?



Assessing Performance

- **Based on Instruction:** Describes what the language learner can demonstrate based on what was learned
- **Practiced:** Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts
- **Familiar Content and Context:** Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned
- **Demonstrated performance:** To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced.

Assessing Proficiency

- **Independent of specific instruction or curriculum:** Describes what the language user can do regardless of where, when or how the language was acquired
- **Spontaneous:** Tasks are non-rehearsed situations
- **Broad Content and Context:** Context and content are those that are appropriate for the given level
- **Sustained performance across all the tasks and contexts for the level:** To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

Middle School/High School Proficiency Targets for [Level 1 & 2 Difficulty Languages](#)

These include modern alphabetic languages and classical languages that are taught with a balanced emphasis on reading, writing, listening and speaking.

MODE AND SKILL	LEVEL I 135-150 hours	LEVEL II 270-300 hours	LEVEL III 405-450 hours	LEVEL IV 540-600 hours	LEVEL V 675-750 hours	LEVEL VI 825-900 hours
INTERPRETIVE Listening	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Int. High
						Adv. Low
INTERPRETIVE Reading	Novice Mid	Novice High	Int. Low	Int. Mid	Int. Mid	Int. High
					Int. High	
INTERPERSONAL Speaking	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Int. High
						Adv. Low
PRESENTATIONAL Speaking	Nov. Low	Nov. Mid	Nov. High	Int. Low	Int. Mid	Int. High
	Nov. Mid	Nov. High	Int. Low	Int. Mid		
PRESENTATIONAL Writing	Novice Mid	Novice High	Int. Low	Int. Mid	Int. Mid	Int. High
					Int. High	

2012 ACTFL Proficiency Guidelines

The image shows the cover of the 2012 ACTFL Proficiency Guidelines document. The cover is white with a thin black border, centered on a purple background. The text is arranged in a vertical stack: 'ACTFL' in a smaller font, 'PROFICIENCY GUIDELINES' in a large, bold font, and '2012' in a medium font. At the bottom of the cover, there is a dark grey bar containing the text 'Página 1 / 24' and navigation icons for back, search, and forward.

ACTFL
**PROFICIENCY
GUIDELINES**
2012

Página 1 / 24

4. Final IPA tasks that the students will do.

Create at least one task per column. Embed culture into the activities.

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An **IPA** Assesses All **Three** Modes of Communication

Part 1: **Interpretative** Communication

Part 2: **Interpersonal** Communication

Part 3: **Presentational** Communication

Possible Interpretative Tasks

1. Read (text)
 2. Read (text/infographic)
 3. Listen/View
(audio/video)
-

- Listening to an announcement at a train station
- Listening to a speech or lecture
- Listening to a song
- Viewing a tour of the inside of a house.
- Viewing an advertisement on TV
- Viewing a TV program
- Reading a menu
- Reading directions
- Reading a story
- Reading advertisements on walls, in buses, on trains.

Possible Interpersonal Tasks

WRITE

(email/letter/text/blog)

OR

SPEAK

(conversation/interview)

- **respond to a letter/email**
- **participate in a chat/text exchange**
- **respond to a message board/forum**
- **talk with a partner or small group**
- **discuss or debate**
- **make a phone call to order/reserve/invite/complain**
- **converse to find a solution/make a decision**

Possible Presentational Tasks

WRITE

(essay/instructions/
explanations)

OR

SPEAK

(presentation/speech/
lesson/explanation/
persuasive/expository)

- giving speeches and oral presentations
- telling jokes or stories
- composing and reciting poetry
- performing skits and monologues
- writing reports
- writing reviews (e.g. book, restaurant, videogame, etc.)
- writing advertisements and brochures
- writing essays (e.g. a position piece, a panegyric, a eulogy)
- creating content for web-pages
- creating PowerPoint presentations
- promoting a candidate, product, or a point of view on a controversial issue
- writing a menu or recipe
- creating a video
- writing a narrative or story



Fig. 8

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IPA Plan



QUIZ TIME!

Discussion:

How do IPAs compare with traditional assessments?

What are some reasons to try an IPA?

What do you see as some obstacles?

How could these obstacles be overcome?



**BRONZE LEVEL
COMPLETE!!!**

Silver Level Preview

[Lesson 1: Example IPAs](#)

[Lesson 2: Plan your IPA](#)

[Lesson 3: Create the rubrics](#)

[Lesson 4: Create the student copy](#)

[Lesson 5: Backward plan your unit](#)