CREATING IPAs: BRONZE LEVEL CHALLENGE

Janet Eckerson, Ed.D. NILA 2017
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.
IPA Plan

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.

<table>
<thead>
<tr>
<th>Interpretive reading and listening tasks</th>
<th>Interpersonal speaking and/or writing tasks</th>
<th>Presentational speaking and/or writing tasks</th>
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<tr>
<td>(use an authentic resource for audio/video/print)</td>
<td>(real-world / authentic context)</td>
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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:

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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.
For example....

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

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 ....

Simulate a real communicative situation
Set the proficiency targets for your IPA

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

<table>
<thead>
<tr>
<th>Novice mid</th>
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<tbody>
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4. Final IPA tasks that the students will do.
<table>
<thead>
<tr>
<th>Assessing Performance</th>
<th>Assessing Proficiency</th>
</tr>
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<tbody>
<tr>
<td><strong>Based on Instruction:</strong> Describes what the language learner can demonstrate based on what was learned.</td>
<td><strong>Independent of specific instruction or curriculum:</strong> Describes what the language user can do regardless of where, when or how the language was acquired.</td>
</tr>
<tr>
<td><strong>Practiced:</strong> 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.</td>
<td><strong>Spontaneous:</strong> Tasks are non-rehearsed situations.</td>
</tr>
<tr>
<td><strong>Familiar Content and Context:</strong> Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned.</td>
<td><strong>Broad Content and Context:</strong> Context and content are those that are appropriate for the given level.</td>
</tr>
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<td><strong>Demonstrated performance:</strong> 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.</td>
<td><strong>Sustained performance across all the tasks and contexts for the level:</strong> To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time.</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Mode and Skill</th>
<th>Level I 135-150 hours</th>
<th>Level II 270-300 hours</th>
<th>Level III 405-450 hours</th>
<th>Level IV 540-600 hours</th>
<th>Level V 675-750 hours</th>
<th>Level VI 825-900 hours</th>
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<td><strong>Interpretive</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Listening</td>
<td>Novice Mid</td>
<td>Novice High</td>
<td>Int. Low</td>
<td>Int. Mid</td>
<td>Int. High</td>
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2012 ACTFL Proficiency Guidelines
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Template based on Ohio Foreign Language Association template at http://oflaslo.weebly.com
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
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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