LANGUAGE LEARNING IN CONTEXT

ASSESSING WITH IPAs

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What Does « IPA » mean to you?

INTRODUCTION

Will West

- High School French Teacher
- Lincoln High School – Lincoln, Nebraska
- 7th Year of Teaching
- IB / NON-IB French – All Levels

- BA, French / Secondary Education
- BS, Curriculum and Instruction

OBJECTIVES AND AGENDA

- We will know several ways to implement IPAs in the classroom.

- We will understand the process to creating an IPA assessment.

- We will use a planning document to create an IPA centered on authentic texts.

- Introduction

- My Path to IPAs

- Pros-Cons of IPAs

- Steps to creating an IPA

- Authentic texts

MY PATH TO IPA[S]

- 2011 – FIRST YEAR TEACHING – TRYING OUT "THEMATIC UNITS"

- 2013 – FIRST YEAR VENTURING AWAY FROM THE TEXT BOOK

- 2015– STARTED CREATING IPA AS A DEPARTMENT AT LINCOLN HIGH SCHOOL

- 2015 – STARTED CREATING MY OWN IPAS FOR INDIVIDUAL UNITS

- 2017 – FOR LEVELS 1-4, ALL ASSESSEMENTS ARE NOW IPAS IN MY CLASSROOM

IPAS TO ASSESS STUDENT PERFORMANCE

PRO

- STUDENTS ENJOY THEM – THEY'RE NOT A "TEST"

- PARAMETERS ARE EASY TO SET FOR STUDENTS

- GIVE BOTH TEACHER AND STUDENT REAL, USABLE DATA

- CAN BE CHANGED, EASILY, FOR RE-ASSESSMENT OPPORTUNITIES

- "CHEAT-PROOF"

- EASILY ADAPTED TO CURRICULUM OR CONTENT CHANGES

- LESS RELIANCE ON TEXTBOOKS

CON

- WILL TAKE LONGER TO GRADE

- GRADING MAY BE MORE "DIFFICULT" WHEN COMPARED WITH A TRADITIONAL MULTIPLE-CHOICE OR T/F ASSESSMENT

- TIME CREATING THEM MAY TAKE LONGER THAN A TRADITIONAL "TEST" ASSESSMENT

- MORE THAN ONE "CORRECT" ANSWER, WHEN YOU'RE DOING OPEN-ENDED, STUDENT LED ASSESSMENTS

WHY IPAS ?

- STUDENT CENTERED
- AUTHENTIC TEXTS HELP PRODUCE AS AUTHENTIC PRODUCTION AS POSSIBLE
- MULTIPLE MODES OF COMMUNICATION

THE STEPS TO CREATING AN IPA

- UNIT THEME
- PERFORMANCE LEVEL
- ESSENTIAL QUESTION(S)
- LENS/CONTEXT
- ASSESSMENTS
- OBJECTIVES
- ASSESS STUDENTS
- EVALUATE
- MAKE CHANGES

LANGUAGE AND LEVEL	UNIT	End of Unit IPA	ACTFL PROF. LEVEL
Essential Question(s):			
Lens: Context:	**Context:**		
Unit performance objectives: (do)	**Unit learning objectives: (understand)**	**Unit content objectives: (know)**	
Interpersonal assessments:	**Interpretive assessments:**	**Presentational assessments:**	
Cultural aspects of assessments:	**Comparison aspects of assessments:**		
Resources: (links)			

UNIT THEME

- SELECT A THEME

- THEMATIC UNIT

- CAN BE A "TEXTBOOK" THEME, AN AP/IB THEME, ETC.

EXAMPLE : LES EXPRESSIONS DE LA VIE

PERFORMANCE LEVEL

ACTFL PROF. LEVEL

- MAKE A DECISION ON THE PERFORMANCE (NOT PROFICENCY) LEVEL OF THE STUDENTS

- USE A RUBRIC (OR CREATE ONE) THAT IS BASED ON THE MODE OF COMMUNICATION YOU'RE ASSESSING, THAT MATCHES THE STUDENTS LEVEL OF PERFORMANCE/PROFICIENCY

ESSENTIAL QUESTIONS

- FOCUS STUDENTS WITH ESSENTIAL QUESTIONS

- DEEP QUESTIONS, WITH NO RIGHT OR WRONG ANSWER

- ASSESSMENT PARTS CAN SPEAK TO THIS QUESTION AND HELP STUDENTS FOCUS THEIR LEARNING/UNDERSTANDING

EXAMPLE : IN WHAT WAYS DOES CREATING ART CHANGE ONE'S PERSPECTIVE?

NGUAGE AND LEVEL

Essential Question(s):

Lens:

LENS/CONTEXT

- GIVE STUDENTS THEIR LENS – WHO ARE THEY IN THIS SITUATION

- CONTEXT – WHAT IS THE SETTING THAT THEY'RE IN WHEN THEY'RE THIS PERSON?

EXAMPLE : YOU'RE DESCRIBING ART AS AN ART CRITIC IN FRANCE.

ASSESSMENTS

- WHAT WILL YOUR STUDENTS DO?
- INTERPERSONAL (SPEAKING)
- INTERPRETIVE (READING/LISTENING)
- PRESENTATIONAL (SPEAKING/WRITING)
- INTERCULTURALITY / COMPARISON
- MULTIPLE MODES OF COMMUNICATION
- INTERACTIVE AND INTERCONNECTED
- USE OF AUTHENTIC TEXTS FOR ALL MODES

AUTHENTIC TEXTS

- NEWS REPORTS
- ARTICLES
- BLOGS
- MAPS
- MENUS
- BROCHURES
- MOVIE LISTINGS
- INFOGRAPHICS
- TRAIN SCHEDULES
- AND A WHOLE LOT MORE…

OBJECTIVES
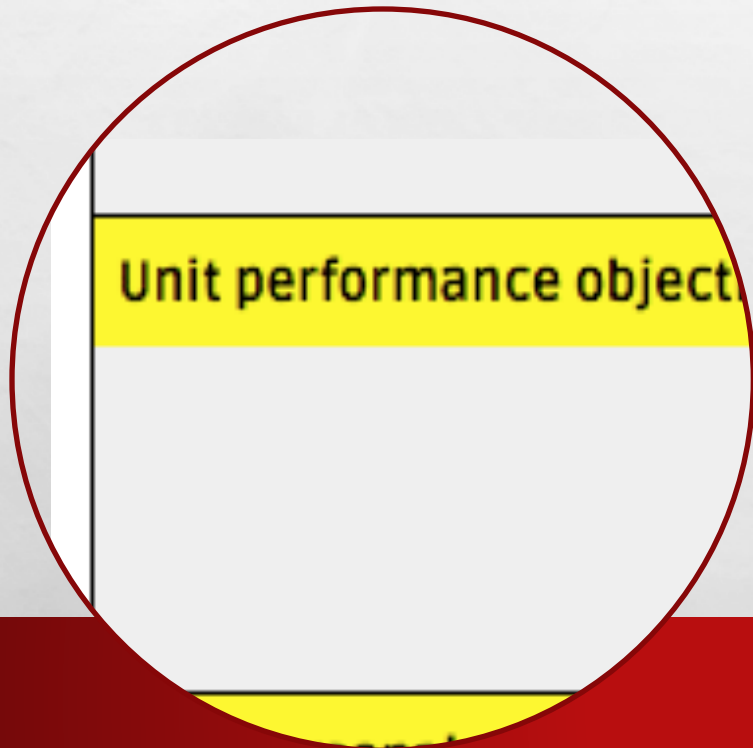
- PERFORMANCE OBJECTIVES – CAN DO STATEMENTS

- LEARNING OBJECTIVES – STUDENTS UNDERSTAND

- CONTENT OBJECTIVES – WHAT STUDENTS KNOW

Unit performance object

ASSESS STUDENTS

- PLAN FOR MORE THAN 1 DAY (BECAUSE YOU MIGHT NEED IT)

- ALMOST CHEAT-PROOF

EVALUATE

- USE RESEARCH-BASED RUBRICS

- TIME TO ASSESS IS LONGER THAN A TRADITIONAL MULTIPLE-CHOICE TEST

- DATA, HOWEVER, IS IMMEDIATELY USEFUL AFTER ASSESSING AND EVALUATE

MAKE CHANGES

- EVALUATE IF DATA IS REPRESENTATIVE OF STUDENTS ABILITIES

- MAKE CHANGES (AMBIGUITY IN INSTRUCTIONS, CHANGING PROMPTS)

NOW IT'S TIME TO ASSESS STUDENTS

HAVE FUN WITH THE ASSESSMENT!

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