LANGUAGE LEARNING IN CONTEXT

ASSESSING WITH IPAs

Will West
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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 IPAS

- 2011 – First year teaching – trying out “Thematic Units”
- 2013 – First year venturing away from the textbook
- 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 assessments 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)
- LEN(S)/CONTEXT
- ASSESSMENTS
- OBJECTIVES
- ASSESS STUDENTS
- EVALUATE
- MAKE CHANGES
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UNIT THEME

• SELECT A THEME
• THEMATIC UNIT
• CAN BE A “TEXTBOOK” THEME, AN AP/IB THEME, ETC.

EXAMPLE: LES EXPRESSIONS DE LA VIE

Unit learning objectives: (understand...
• Make a decision on the performance (not proficiency) 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?
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
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 evaluating
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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