

CARLA Virtual Assessment Center

Teacher-Developed Standards-Based Integrated Performance Assessment (IPA) & Unit Overview

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| THEME: Personal and Public Identities | TOPIC: Food | ESSENTIAL QUESTION: What role does food play in your culture? |
| GRADE/LEVEL/(Elem-Jr.High-HS-College): Middle School Grades 7 - 8 | LANGUAGE: Spanish | TARGETED PROFICIENCY: Novice |
| UNIT DESIGNER: Katelyn Suo | | |

Integrated Performance Assessment is a classroom-based performance assessment model developed by ACTFL that can be used for evaluating student's communication skills in the three modes of communication (Interpretive, Presentational, Interpersonal) identified in the *World-Readiness Standards for Learning Languages* (2015). The *World-Readiness Standards* incorporate the *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996), and *Standards for Foreign Language Learning in the 21st Century* (2006).

Using a Backward Design approach, the IPA units begin with Goals of Instruction for the unit, and the final Performance Assessment. The unit template then shows how the 5 Cs of the *Standards* are integrated. The language functions, priority vocabulary, and sample learning activities students need to practice are also included.

This IPA unit was developed in collaboration with the Assessment Project at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota with funding support from the U.S. Department of Education's Title VI Language Resource Center program. This unit utilizes a format developed by Donna Clementi and Helena Curtain with Ursula Lentz, and was updated by Donna Clementi in 2015.

CARLA's Virtual Assessment Center (VAC) provides background information and step-by-step instructions for teachers to create their own IPA units. See: www.carla.umn.edu/assessment/vac/CreateUnit/p_1.html

This IPA unit can be found on the VAC along with other IPAs in a range of languages and levels. See: www.carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html

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UNIT OVERVIEW

DESCRIPTION OF UNIT

This unit introduces learners to typical meals of Mexico. They will keep track of a week of food they eat, and compare those meals to a family's week of food pictured in a photo of a week of groceries for a family in Mexico.

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| INSTRUCTIONAL GOALS <ul style="list-style-type: none"> ▪ <i>Why is this unit relevant?</i> ▪ <i>What will learners know and be able to do by the end of the unit?</i> | <p>Learners will:</p> <ul style="list-style-type: none"> • list and categorize foods that are eaten in Mexico. • compare the role of food in their own culture and the role of food in Mexican culture. • describe how the role of food in a culture tells us about cultural values. • explain how culture is reflected in the meals that are served. |
| STANDARDS-BASED PERFORMANCE ASSESSMENT <ul style="list-style-type: none"> ▪ <i>Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?</i> ▪ <i>Does the assessment provide evidence of achievement of the instructional goals?</i> ▪ <i>Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?</i> | <p><u>Interpretive Tasks</u></p> <ul style="list-style-type: none"> • Learners will be given a Hungry Planet image of a Mexican family and their food for one week. Learners describe the image by listing the foods, people, etc. that they see. <p><u>Presentational Tasks</u></p> <ul style="list-style-type: none"> • Learners will compare the role of food in their own culture with the role of food in the Mexican culture. The final product will be a written essay about the role of food in culture. Learners will also be asked to create a visual aid for their essay. <p><u>Interpersonal Task</u></p> <ul style="list-style-type: none"> • Learners will compare similarities and differences in the food that they eat over a week's time. They will also compare what they eat to what people in Mexico eat. |

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| <p>CULTURES EXAMPLES</p> <ul style="list-style-type: none"> Are cultural products, practices, perspectives integrated into daily lessons? <div style="text-align: center;"> </div> | <p><u>Product</u>: Mealtime <u>Practice</u>: Time of day that meals are served <u>Perspective</u>: How does culture influence mealtime?</p> <p><u>Product</u>: Mealtime <u>Practice</u>: Foods eaten at different meals <u>Perspectives</u>: How is culture reflected in types of meals that are served?</p> | |
| <p>CONNECTIONS EXAMPLES</p> <ul style="list-style-type: none"> Do learners use the target language to explore other disciplines? | <p style="text-align: center;">Making Connections</p> <p><u>Geography</u>: How where one lives influences access to food. <u>Language Arts</u>: Practice the writing process of writing, editing, revising, and publishing.</p> | <p style="text-align: center;">Acquiring Information and Diverse Perspectives</p> <p>Social Studies: How culture values are reflected in mealtime products and practices.</p> |
| <p>COMPARISONS EXAMPLES</p> <ul style="list-style-type: none"> Do learners compare their language and culture to the target language and cultures? | <p style="text-align: center;">Language Comparisons</p> <ul style="list-style-type: none"> cheers (brindis/aalud) aceso Yo también/yo tampoco | <p style="text-align: center;">Cultural Comparisons</p> <ul style="list-style-type: none"> food types meal times popular dishes |
| <p>COMMUNITIES EXAMPLES</p> <ul style="list-style-type: none"> Do the learners share the target language and culture beyond the classroom? Do they set personal learning goals and monitor their progress? | <p style="text-align: center;">School and Global Communities</p> <p>Learners will be given a list of local Mexican festivals throughout the year and be encouraged to attend and look at the kinds of food available.</p> | <p style="text-align: center;">Lifelong Learning – Goal-setting</p> <p>Learners will set personal communication goals related to talking about mealtime and food.</p> |
| <p>CONNECTIONS TO COMMON CORE</p> <ul style="list-style-type: none"> Which Common Core Anchor Standards are supported by this unit's learning activities? | <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively. W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | |

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| TOOLBOX | | |
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| Language Functions/Can-do Statements | Related Structures/Patterns | Priority Vocabulary |
| Express opinions about food information Express food likes and dislikes Compare food eaten in US with food eaten in Mexico Answer yes/no questions about food Ask yes/no questions about food Gather information of a partner's like and dislikes Describe an image | Estoy de acuerdo/No estoy de acuerdo Me gusta(n)/no me gusta(n) Es similar/diferente sí/no ¿Hay...? ¿Te gusta(n)...? Hay.... | Brindis/salud Creencias Familia Geografía Regions Aceso |
| SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS | | |
| <ul style="list-style-type: none"> Learners will complete warm-up activities at the beginning of each lesson. The warm-up activity may be a simple filling in of a chart or a short speaking activity with a partner. The teacher will go over the activities with students and students will be able to assess these quick checks based on the Self-assessment Rubric. Learners will use the Self-assessment rubric at the end of most lessons to assess their understanding on the lesson's learning targets. Learners will look at a <i>Hungry Planet</i> picture of an American family and the food they eat for one week. Learners will be asked to list and create simple sentences regarding the image. The learners will use the Self-assessment rubric to grade their work. The teacher will use the Homework Grading Rubric to grade this task. Learners will use the iPad app Aurasma to walk around the room and introduce themselves to food vocabulary. There will be images of various foods around the room. Students will place their iPad viewfinder over the picture. The name of the food will appear and be read. Learners will record the vocabulary on a chart containing the same pictures posted around the room. The teacher will lead the class in a discussion about the vocabulary once each learner has had time to make the rounds to each picture. They will be able to check answers against the discussion. The teacher will show the class images of various foods. She will ask the class if the food is a certain vocabulary word. If she is not calling the food by the right name, the class will say no. If she is calling the food by the right name, the class will say yes. The learners will use the Self-assessment to check their progress and understanding. Learners will pull a T-chart up on their iPads. The T-chart will be labeled 'Me gusta(n)' and 'No me gusta(n).' The learners will work in pairs and ask each other 'Te gusta (n) <i>certain food vocabulary</i>' and record their partner's answers in the T-chart. The learners will use the Interpersonal Rubric to self-assess their beginning speaking abilities and see where they need to practice in order to make adequate progress on the Interpersonal Task. | | |

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- Learners will record a conversation with a partner where they tell each other what they eat or don't eat. Using the recording, learners will grade themselves using the Interpersonal Rubric. The teacher will also give them feedback based on this rubric.
- The teacher will place two identical charts on the board. They will have the headings for different food categories (fruits, vegetables, meats, boxed food) listed across the top. Learners will be asked to look at another *Hungry Planet* picture, this time of a different American family. In the first chart they will need to write and categorize the various food they see. They will repeat this activity with a *Hungry Planet* picture of a Mexican family. Once this is complete, learners will write what is the same and what is different using the sentence frames '_____ son similares' and '_____ son diferentes.'" Learners and teacher will grade the activity with the Interpretive Rubric to check progress before the Interpretive Task. Learners will also need to fill out the Self-assessment Rubric for this activity as well.
- Learners will write a rough draft of their Presentational Task. They will grade their own writing using the Presentational Rubric. The teacher will also grade the draft on the Presentational Rubric. Learners will use the feedback to perfect their Presentational Tasks.

| RESOURCES | DIGITAL LITERACY INTEGRATION |
|-----------|--|
| | <ul style="list-style-type: none"> • <u>Aurasma</u>: iPad app that allows students to open a viewfinder and place it over an image, causing a new image or video to appear (great for vocabulary introduction). • <u>QuickVoice</u>: iPad app that allows students to record conversations. • <u>Explain Everything</u>: iPad app that allows students to draw or upload images and type for note taking or presentational purposes. • <u>EduCreations</u>: iPad app that allows students to upload or draw images, then voice over the images to create a short video. • <u>Google Drive</u> iPad app that allows students to easily turn in work. |

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Interpersonal Rubric

Nombre: _____

**I can discuss similarities and differences of two images using simple sentences. I can negotiate meaning with my partner while discussing two images.

| | 1 | 2 | 3 | 4 |
|-------------------|---|---|---|---|
| Fluency | I spoke smoothly only once in awhile and took long pauses. | I somewhat spoke smoothly and paused sometimes | I was mostly able to speak smoothly and without pauses. | I was always able to speak smoothly and without pauses. |
| Comprehensibility | My partner frequently had difficulty understanding me. | My partner often had difficulties understanding what I was saying. | My partner almost always was able to understand what I was saying. | My partner was able to easily understand what I was saying. |
| Asks Questions | I asked my partner only 1 or 2 questions about their image. | I asked my partner a few questions about their image. | I asked my partner some questions about their image. | I asked my partner many questions about their image. |
| Vocabulary Use | I used some food vocabulary words and sentence structures. I did not include vocabulary words from other units. | I used some food vocabulary words and sentence structures. I may have included a few vocabulary words from other units. | I used many food vocabulary words and sentence structures. I included some vocabulary words from other units. | I used many food vocabulary words and sentence structures. I included many vocabulary words from other units. |

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Nombre: _____

****I can write simple sentences using food and family vocabulary. I can compare and contrast the role of food in my culture and the role of food in Mexican culture using simple sentences. I can create a visual aid to help others comprehend my writing.**

| | 1 | 2 | 3 | 4 |
|--------------------|---|--|--|---|
| Comprehensibility | The meaning of my writing is not easily understood and there are many errors. | The meaning of my writing is understood. There are many errors. | The meaning of my writing is easily understood. There are some errors. | The meaning of my writing is easily understood. There are very few errors. |
| Vocabulary | My writing contains a limited amount of vocabulary and forms from the current unit of study. | My writing contains a fair amount of vocabulary and forms from the current units of study. | My writing contains rich vocabulary and forms from the current unit of study and possibly some vocabulary and forms from passed units. | My writing contains rich vocabulary and forms from the current unit of study as well as vocabulary and forms from passed units. |
| Content | My writing is somewhat interesting, somewhat addresses the task, and has little or no organization. | My writing is somewhat interesting, mostly addresses the task, and has some organization. | My writing is interesting, fully addresses the task, and has good organization. | My writing is interesting, goes beyond addressing the task, and had sophisticated organization. |
| Cultural Awareness | My writing contains a limited amount of evidence of cultural comparisons | My writing contains some evidence of cultural comparisons. | My writing contains a fair amount of evidence of cultural comparisons. | My writing contains an exceptional amount of evidence of cultural comparisons. |

| | 1 | 2 | 3 | 4 |
|------------|--------------------------------|---|---|---|
| Visual Aid | My project lacks a visual aid. | My visual aid somewhat aids the reader in understanding my writing. | My visual aid mostly aids the reader in understanding my writing. | My visual aid completely aids the reader in understanding my writing. |

Self-Assessment

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|-----------------------------------|-----------------|---------------------|--------------------|
| I am still reading the guidebook. | I am a tourist. | I can travel alone. | I am a tour guide. |
| 1 | 2 | 3 | 4 |