

CARLA Virtual Assessment Center

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

THEME: Families and Communities	TOPIC: Breakfast	ESSENTIAL QUESTION: What is a healthy breakfast?
GRADE/LEVEL/(Elem-Jr.High-HS-College): Second Grade	LANGUAGE: Spanish	TARGETED PROFICIENCY: Novice
UNIT DESIGNER: Daniela Perez		

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

Standards-Based Integrated Performance Assessment and Unit Overview

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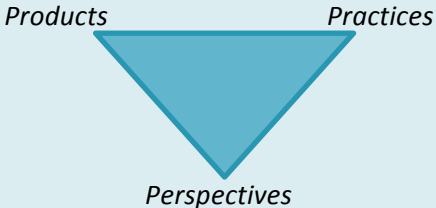
UNIT OVERVIEW

DESCRIPTION OF UNIT

Learners compare what they eat for breakfast to what children their age in Chile eat for breakfast. They make visuals comparing their breakfast to breakfast in Chile.

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> 	Learners will: <ul style="list-style-type: none"> • Name foods children in the US eat for breakfast. • Name foods children in Chile eat for breakfast. • Categorize breakfast foods as healthy or unhealthy.
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 Task</u></p> <ul style="list-style-type: none"> • Listen to children from Chile describe their breakfasts. Circle the items that they eat and indicate if the items are healthy or unhealthy. <p><u>Presentational Tasks</u></p> <ul style="list-style-type: none"> • Learners create visuals of their breakfasts and a breakfast for a child in Chile to present to classmates. <p><u>Interpersonal Task</u></p> <ul style="list-style-type: none"> • In pairs, learners share their visual representations of breakfast and compare similarities and differences.

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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>Products: Breakfast</p> <p>Practices: What children eat for breakfast</p> <p>Perspectives: Definition of a healthy breakfast</p>	
<p>CONNECTIONS EXAMPLES</p> <ul style="list-style-type: none"> Do learners use the target language to explore other disciplines? 	Making Connections	Acquiring Information and Diverse Perspectives
	<p>Geography: Location of Chile on world map Health: Healthy breakfast foods</p>	<p>Health: Food pyramid in the US and Chile</p>
<p>COMPARISONS EXAMPLES</p> <p>Do learners compare their language and culture to the target language and cultures?</p>	Language Comparisons	Cultural Comparisons
	<p>Learners compare how to say the names of breakfast foods in Spanish and English.</p>	<p>Learners compare breakfast in Chile and in the United States.</p>
<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? 	School and Global Communities	Lifelong Learning – Goal-setting
	<p>Learners connect to a second grade class in Chile to share their pictures of breakfast.</p>	<p>Learners place stickers next to what they can understand and say in the target language.</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.</p>	

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TOOLBOX		
Language Functions/Can-do Statements	Related Structures/Patterns	Priority Vocabulary
Listing breakfast foods Telling likes and dislikes concerning breakfast foods Asking questions about breakfast foods	Present tense (Yo como _____ en el desayuno) What do you eat for breakfast? What time of the day you eat breakfast? Where do you eat breakfast? I like _____ I don't like _____	Breakfast foods Healthy/unhealthy
RESOURCES		DIGITAL LITERACY INTEGRATION
“Dragon se las Arregla” by Dev Pilkey		Connecting to other classrooms: Skype in the Classroom