

## CARLA Virtual Assessment Center

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

<b>THEME:</b> Contemporary Life	<b>TOPIC:</b> Health and Medicine	<b>ESSENTIAL QUESTION:</b> Why do Chinese people value Traditional Chinese Medicine (TCM)?
<b>GRADE/LEVEL/(Elem-Jr.High-HS-College):</b> High School – Levels 3 - 4	<b>LANGUAGE:</b> Chinese	<b>TARGETED PROFICIENCY:</b> Intermediate Low
<b>UNIT DESIGNER:</b> Tian Wang		

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 21<sup>st</sup> Century* (1996), and *Standards for Foreign Language Learning in the 21<sup>st</sup> 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](http://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](http://www.carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html)

## Standards-Based Integrated Performance Assessment and Unit Overview

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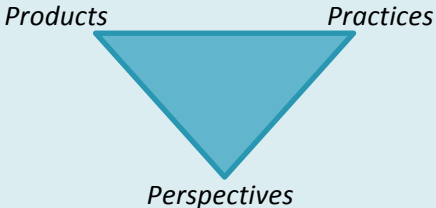
### UNIT OVERVIEW

#### DESCRIPTION OF UNIT

Learners watch a video about a famous TCM doctor in China and read a story about a boy who recovers from a long illness by using TCM. They will then write an opinion paper about TCM, explaining why they do or do not believe in TCM. The final interpersonal task is a mock debate where pairs of learners defend TCM or Western medicine. They must listen to the opinions of others and challenge those opinions. A suggested rubric for the presentational task is included.

<b>INSTRUCTIONAL GOALS</b> <ul style="list-style-type: none"> <li>▪ <i>Why is this unit relevant?</i></li> <li>▪ <i>What will learners know and be able to do by the end of the unit?</i></li> </ul>	Learners will: <ul style="list-style-type: none"> <li>• Explain the basic components of Traditional Chinese Medicine (TCM).</li> <li>• Compare and contrast TCM and Western medicine.</li> <li>• Describe a sickness and treatments.</li> </ul>
<b>STANDARDS-BASED PERFORMANCE ASSESSMENT</b> <ul style="list-style-type: none"> <li>▪ <i>Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?</i></li> <li>▪ <i>Does the assessment provide evidence of achievement of the instructional goals?</i></li> <li>▪ <i>Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?</i></li> </ul>	<u>Interpretive Tasks</u> <ul style="list-style-type: none"> <li>• Learners will read a story about a boy who has the experience of using TCM and recovers after a long period of trying other treatments.</li> <li>• Learners will watch a video about a famous TCM doctor in ancient China.</li> <li>• Learners will view several images related to TCM, and comment on what they see using VoiceThread.</li> </ul> <u>Presentational Tasks</u> <ul style="list-style-type: none"> <li>• Learners will write about their opinions of TCM and Western medicine: Why do people in China believe these treatments? What is your opinion? How does this topic influence your understanding of Chinese culture?</li> </ul> <u>Interpersonal Task</u> <ul style="list-style-type: none"> <li>• Learners will be put into two groups. They will have a mock debate about TCM and Western medicine. One side is the supporter of TCM and the other is the supporter of Western medicine.</li> </ul>

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<p><b>CULTURES EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Are cultural products, practices, perspectives integrated into daily lessons?</li> </ul> <div style="text-align: center;">  </div>	<p><b>Product:</b> Chinese herbs  <b>Practice:</b> Boil and drink the herb medicine  <b>Perspective:</b> Belief in natural and traditional way of healing</p> <p><b>Product:</b> Chinese acupuncture spots  <b>Practice:</b> Insert needles on acupuncture spots  <b>Perspective:</b> Acupuncture spots are related to certain organs</p>	
<p><b>CONNECTIONS EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Do learners use the target language to explore other disciplines?</li> </ul>	<p><b>Making Connections</b></p> <p>Physical Education: Chinese traditional treatment will relate to what students do in PE class: how to get rid of pain or how to relax your muscles.</p>	<p><b>Acquiring Information and Diverse Perspectives</b></p> <p>Social Studies: The ancient history and background of China when they watch the video about the TCM doctor and emperor.</p>
<p><b>COMPARISONS EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Do learners compare their language and culture to the target language and cultures?</li> </ul>	<p><b>Language Comparisons</b></p> <p>因为……所以；          之所以是因为；          不是……而是……          中医和西医</p>	<p><b>Cultural Comparisons</b></p> <p>Students in China do eye exercise twice a day based on the TCM theory; students in U.S. have recess.          Food habits          Western medicine and TCM</p>
<p><b>COMMUNITIES EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Do the learners share the target language and culture beyond the classroom?</li> <li>Do they set personal learning goals and monitor their progress?</li> </ul>	<p><b>School and Global Communities</b></p> <p>Tell family about some traditional Chinese medicine.           Go to a local TCM store to see a doctor, and interview him.</p>	<p><b>Lifelong Learning – Goal-setting</b></p> <p>Encourage students to explore different traditions and healing habits in different areas of the world.           Encourage students to learn more about how to be healthy.           Set personal learning goals for communication.</p>

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<p><b>CONNECTIONS TO COMMON CORE</b></p> <ul style="list-style-type: none"> <li>▪ <i>Which Common Core Anchor Standards are supported by this unit's learning activities?</i></li> </ul>	<p>Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details.</p> <p>Writing: 6. Using technology, including internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Writing: 7. Conduct short as well as more sustained research projects based on focused questions; demonstrate understanding of the subject under investigation.</p> <p>Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaboration diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<b>TOOLBOX</b>		
<b>Language Functions/Can-do Statements</b>	<b>Related Structures/Patterns</b>	<b>Priority Vocabulary</b>
Agreeing, disagreeing on whether to use TCM	我同意、我不同意	相信, 觉得, 不错, 但是, 有用, 没用, 好用, 副作用, 医生, 中医, 西医
Compare and contrast TCM and Western medicine	……和……不一样、更好、没有……好	
Express opinion on TCM treatments	我觉得、我认为、我相信	
Present information about knowledge of TCM	这是、第一、第二	
Opening and closing an interaction during a debate	首先、其次、再次、最后	

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<b>SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS</b>	
<b>Activity and Purpose</b>	<b>Communication Mode</b>
Look at the pictures of TCM and think about what the people are doing. Share with a partner.	<b>Interpretive</b>
Create a table or a graphic organizer about the pros and cons of TCM and Western medicine.	<b>Presentational</b>
In pairs, fill in a form about the different treatments for different illness.	<b>Interpersonal</b>
Watch Chinese eye exercise and try it.	<b>Interpretive</b>
Read a paragraph about the diagnostic methods in TCM and describe it to a partner.	<b>Interpretive/Interpersonal</b>
Talk about their experience of dealing with illness in small groups.	<b>Interpersonal</b>
<b>RESOURCES</b>	<b>DIGITAL LITERACY INTEGRATION</b>
<p>Video about the TCM doctor and the emperor.  <a href="http://v.ku6.com/show/GxE_8YVtfilm4ZI5TaNF8A...html">http://v.ku6.com/show/GxE_8YVtfilm4ZI5TaNF8A...html</a></p> <p><b>Common Core State Standards</b>  <a href="http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf">http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf</a></p> <p><b>Video about Chinese Eye Exercise</b>  <a href="http://www.youtube.com/watch?v=cPNwXqoVvsQ">http://www.youtube.com/watch?v=cPNwXqoVvsQ</a></p>	<p>YouTube Videos and other Chinese video posting website.</p> <p>Chinese movies about TCM.</p>

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### Presentation Rubric

<b>Assessment for the writing</b>	
4	Have deep understanding of the cultural differences. Excellent-well-organized and coherent; contains a range of grammatical structure with minor errors that do not affect the comprehension; good vocabulary range.
3	Have good understanding of the culture differences. Good organization and coherence; adequate use of grammatical structures with some errors that do not affect the comprehension; limited vocabulary range.
2	Have some understanding of the cultural difference. Some problems with organization and coherence; basic use of grammatical structures with very limited range. Errors that often affect the comprehension; basic vocabulary use.
1	Show little understanding of the cultural differences. Lacks organization and coherence; basic use of grammatical structures with many major errors that affect the comprehension; basic vocabulary range.

Informal assessment occurs throughout the activities. The checklist will be used to record the students' performance when teacher observes the participation. Suggested evaluation: + √ -

Name	Level of understanding of culture concept	Participates actively	Uses new vocabulary	Uses new structures	Notes