

CARLA Virtual Assessment Center

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

THEME: Families and Communities	TOPIC: School	ESSENTIAL QUESTION: What do you do in school?
GRADE/LEVEL/(Elem-Jr.High-HS-College): Kindergarten	LANGUAGE: English	TARGETED PROFICIENCY: Novice
UNIT DEVELOPED FROM IDEAS SUBMITTED BY: David Krueger		

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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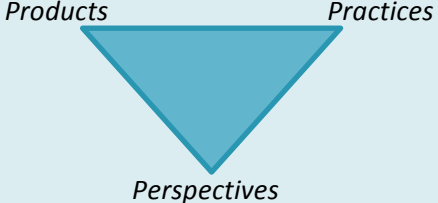
UNIT OVERVIEW

DESCRIPTION OF UNIT

Learners follow teachers' directions to complete activities in class including the daily calendar. They look at images to compare what they do each day in school to what children around the world do.

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"> • Participate with classmates in daily calendar activities. • Follow teacher's directions to complete activities in the classroom. • View images of elementary schools in countries around the world and point to the countries on a globe. • Tell what learners do in school. • Compare what they do in their school to what learners do in schools around the world.
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 follow teacher's directions in order to complete classroom activities. • Learners view a video about kindergarten around the world (https://www.youtube.com/watch?v=W280f6wxAzg) and point to images of activities that children around the world do. • Learners listen to a story about going to school and demonstrate understanding by matching images of activities to the beginning, middle, and end of the story that the teacher reads. <p><u>Presentational Tasks</u></p> <ul style="list-style-type: none"> • Learners lead daily calendar activities. • Learners make a flip book/digital storybook showing activities that they do in school. <p><u>Interpersonal Task</u></p> <ul style="list-style-type: none"> • Play a simple board game about daily activities with classmates. •

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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: School Practices: Going to school Perspectives: Children do similar activities in school around the world</p> <p>Products: Songs Practices: Singing songs Perspectives: Children sing songs to remember numbers, days of the week, etc.</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: Learners point to countries on a globe as they see images of schools in those countries. Math: Learners count days on a calendar. Math: Learners count spaces on a board game.</p>	<p>Language Arts: Learners identify beginning, middle, and end of stories. Music: Learners sing counting songs, days of the week.</p>
<p>COMPARISONS EXAMPLES</p> <ul style="list-style-type: none"> Do learners compare their language and culture to the target language and cultures? 	Language Comparisons	Cultural Comparisons
	<p>Learners compare how they say what they do and how it is written.</p>	<p>Learners compare activities they do in school to those that children do around the world.</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 another classroom to share school activities.</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. SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	

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TOOLBOX		
Language Functions/Can-do Statements	Related Structures/Patterns	Priority Vocabulary
<p>Interpretive Mode</p> <ul style="list-style-type: none"> ▪ (L) I can understand the date. ▪ (L) I can recognize some weather expressions. ▪ (L) I can understand numbers 1-31. ▪ (L) I can understand the names of activities I do in school. ▪ (L) I can follow my teacher's directions in the classroom. ▪ (R) I can match the name of a classroom activity to a picture of the activity. 	<p>Today is (Monday, October 15). Tomorrow is... Yesterday was...</p> <p>It is (weather expression).</p> <p>I can (action verb)</p>	<p>Days of the week Today, tomorrow, yesterday Numbers 1 – 31</p> <p>It is hot/cold. It is raining. It is snowing. It is sunny. It is cloudy.</p> <p>What can you do? I can read. write. sing. draw. play. talk. walk. run.</p>
<p>Presentational Mode</p> <ul style="list-style-type: none"> ▪ (S) I can say the date and the day of the week. ▪ (S) I can name countries on a map. ▪ (S) I can sing short songs. ▪ (S) I can recite a short poem or rhyme. ▪ (S) I can list what I do in school. ▪ (W) I can copy what I do in school. 	<p>Where is (country)? There is (country).</p>	<p>globe world map The United States Canada Mexico (other countries as appropriate to lessons)</p>
<p>Interpersonal Mode</p> <ul style="list-style-type: none"> ▪ I can answer questions about the day, date, and weather. ▪ I can answer questions about what I do in school. ▪ I can tell someone what I am doing in school. ▪ I can express a positive reaction (Great!) during a board game. 		<p>Count the spaces. It is your turn. Great!</p>

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SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS	
Activity and Purpose	Communication Mode
Sing counting song to practice numbers 1 – 10.	Presentational Speaking
State day and date and weather at the beginning of class each day to practice days, dates, weather expressions and today, yesterday, tomorrow; invite learners to lead calendar time each day.	Presentational Speaking
Show understanding of different class activities through Total Physical Response.	Interpretive Listening
Look at photos of elementary schools around the world and locate the countries on a world map.	Interpretive Viewing
Listen to a story about going to school and then match the pictures of the school activities to the names of the activities to build association of written words to images.	Interpretive Reading
Play a board game to practice counting and naming the school activities on game cards.	Interpersonal
Play Memory to match numbers with pictures representing the numbers.	Interpersonal
Draw a picture of the weather and label it.	Presentational Writing
Match the name of a school activity with the picture of the activity.	Interpretive Reading
Copy the name of the school activity next to the image of the activity.	Presentational Writing
RESOURCES	DIGITAL LITERACY INTEGRATION
<p>http://abcnews.go.com/ABC_Univision/News/photos-elementary-school-world/story?id=19554303#5</p> <p>https://www.youtube.com/watch?v=W280f6wxAzg – Kindergarten around the world</p> <p><i>Chu's First Day of School</i> by Gaiman and Rex</p> <p><i>Corduroy Goes to School</i> by Freeman</p> <p><i>It's Back to School We Go! First Day Stories from Around the World</i> by Jackson</p>	<p>Digital storytelling: Puppet Pals Storybird Smilebox</p> <p>Connecting to other classrooms: Skype in the Classroom</p>