

## CARLA Virtual Assessment Center

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

<b>THEME:</b> Families and Communities	<b>TOPIC:</b> School	<b>ESSENTIAL QUESTION:</b> What do I need for school?
<b>GRADE/LEVEL/(Elem-Jr.High-HS-College):</b> Middle School – Grade 7	<b>LANGUAGE:</b> French	<b>TARGETED PROFICIENCY:</b> Novice
<b>UNIT DESIGNER:</b> Jennifer MacLeod		

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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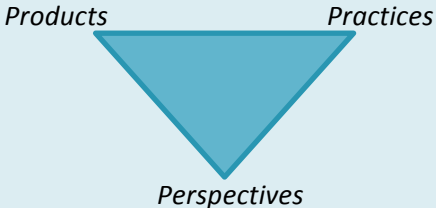
### UNIT OVERVIEW

#### DESCRIPTION OF UNIT

Learners visit websites for school supply stores showing a variety of supplies. They create advertisements for supplies they consider essential for school.

<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>• Read advertisements to identify supplies that are suggested for school.</li> <li>• Make a personal list of supplies for school.</li> <li>• Create an on-line page of school supplies needed for school.</li> <li>• Recognize a French brand name and the products associated with the brand.</li> <li>• Role play shopping for school supplies in a papeterie.</li> <li>• Compare school supply lists for schools in France and in the US.</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>	<p><u>Interpretive Task</u></p> <ul style="list-style-type: none"> <li>• Read an Internet advertisement for school supplies. Determine which items are “indispensable”, “inutile”, and “magnifique” (“magnifique” – desirable but optional). Select items and categorize them with justification according to personal preferences.</li> </ul> <p><u>Presentational Task</u></p> <ul style="list-style-type: none"> <li>• Create an advertisement about school supplies for a papeterie.</li> </ul> <p><u>Interpersonal Task</u></p> <ul style="list-style-type: none"> <li>• In small groups, make a list of school supplies that you can buy for \$20.00 in your community, and for the equivalent amount of Euros in France.</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>Products:</b> School supplies  <b>Practices:</b> Going to a papeterie to buy school supplies  <b>Perspectives:</b> School supplies and personal choice</p> <p><b>Products:</b> La rentrée  <b>Practices:</b> National regulation of the start of school  <b>Perspectives:</b> Local vs. national control of schools</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><b>Acquiring Information and Diverse Perspectives</b></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><b>Cultural Comparisons</b></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><b>Lifelong Learning – Goal-setting</b></p>
<p><b>CONNECTIONS TO COMMON CORE</b></p> <ul style="list-style-type: none"> <li>Which Common Core Anchor Standards are supported by this unit's learning activities?</li> </ul>	<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.  R6: Assess how point of view or purpose shapes the content and style of a text.  W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	

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TOOLBOX		
Language Functions/Can-do Statements	Related Structures/Patterns	Priority Vocabulary
List school supplies Express preferences related to school supplies Make polite requests when purchasing school supplies Express needs and wants related to school supplies	avoir il y a il n'y a pas...de  pour la classe de...  Il me faut... Qu'est-ce qu'il te faut....  Je voudrais acheter.....	Une papeterie Les fournitures scolaires Un marque Le prix  Une trousse Un cahier Un stylo Un crayon Une règle Des crayons de couleur  La rentrée Le collège Les cours Obligatoire Facultatif
SAMPLE LEARNING ACTIVITIES		
"I Spy" school supplies "Ma trousse" – what supplies are missing Video: <i>La rentrée des classes</i> Venn diagram: school supplies in France and in the United States		
RESOURCES	DIGITAL LITERACY INTEGRATION	
<a href="http://www.annuaire-enfants-kibodio.com/fournitures-scolaire/">www.annuaire-enfants-kibodio.com/fournitures-scolaire/</a>  Euro (€) <a href="http://www.xchange.com">www.xchange.com</a>	Connecting to other classrooms: Skype in the Classroom	