

INTEGRATED PERFORMANCE ASSESSMENT UNIT PLAN TEMPLATE FOR _____ (COURSE NAME)

Unit Theme _____

Duration of Unit _____



As you develop each unit

- align content with the course proficiency target
- scaffold the proficiency expectations so that there is a gradual pathway to the course target, e.g., the early units of the course gently build the foundation for the course proficiency targets, while the mid units are more challenging until the last units mirror the course targets in all three modes.

Context for the Integrated Performance Assessment (IPA)

Explanation

The context places the learner in a situation that gives purpose to the following three interrelated tasks. It provides an overview of a situation that requires real-world application of skills in the three modes of communication. Each task is integrated into the next and leads to the culminating presentational task.

Self-Assessment Checklist

The context provides a framework for all three subsequent assessment tasks.

Interpretive Task

Explanation

The interpretive task consists of listening to or reading adapted or authentic materials (i.e. created for native speakers by native speakers). This task sets the stage for the three assessments. The learner uses the information obtained in the interpretive task for the other two tasks and, as such, it is very important.

Self-Assessment Checklist

The selection was chosen before developing the interpretive task.

A copy of the selection is included with the unit.

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- The selection involves either listening to or reading an adapted or authentic text.
- The selection lays the foundation for the subsequent interpersonal and presentational tasks.
- The learners have not previously heard or read the selection.
- The rubric is attached, along with all questions and directions.

Interpersonal Task

Explanation

The interpretive task is one that learners carry out either through one-to-one interaction or in small groups to exchange and/or gather information. The interaction is spontaneous and the information exchanged is previously unknown to the partner or other member(s) of the group. In assessing this task the teacher recognizes that communication is the primary goal and that conveying the message carries more weight than do accurate grammar usage and pronunciation.

Self-Assessment Checklist

- The task is one that requires learners to
- ask and answer questions in order to solve a problem, gather information and/or make decisions.
 - communicate exclusively in the target language.
 - participate without prior rehearsing.

Presentational Task

Explanation

The presentational task is one in which the learner works independently of the teacher to create a final product. Independent work is defined as work done solely by the learner without teacher or peer assistance.

Using information obtained during the previous interpretive and interpersonal tasks, the learner creates an oral or written presentation that brings the real-world context to its logical conclusion, as described in the context.

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Self-Assessment Checklist

The product is directly related to the unit's prior interpretive and interpersonal tasks.

The product is completed during supervised class periods.

Emphasis is on the quality of language production rather than on graphics.

Learners may have access to a dictionary, the textbook or class notes to polish the presentation.

Translation software is not allowed for this final task.

Oral presentations are not read-aloud versions of written presentations. Learners may use graphic organizers or visuals to support their oral presentations. Notes, captions, or PowerPoint serve only as prompts.

Although grammatical accuracy and correct pronunciation play a greater role here than in the interpersonal task, communication remains the primary focus and expectations for performance are aligned to the proficiency level of the learner.

For more information on IPA development, refer to the American Council on the Teaching of Foreign Languages' *Implementing Integrated Performance Assessment*.

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Indicators from the 2013 South Carolina Standard for World Language Proficiency
<http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/WorldLanguages.cfm>

Language Indicators	Cultural Connection Indicators
List all Language indicators addressed in this unit.	List all Interculturality indicators addressed in this unit.

Formative Performance Assessments	Instructional Strategies	Resources and Authentic Materials	Lexical Content	Support Structures
<i>Explanation</i> A minimum of 10 formative performance assessments that	<i>Explanation</i> Techniques or approaches that exemplify best practices and	<i>Explanation</i> Tools used for instruction such as authentic spoken or written texts, Web	<i>Explanation</i> Vocabulary relevant to the Integrated Performance	<i>Explanation</i> Grammatical items necessary to complete the performance tasks

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<p><i>provide guided practice and lead learners toward successful completion of the Integrated Performance Assessment. They are incremental steps to the final IPA.</i></p> <p><i>By developing these immediately after determining the final IPA tasks, the unit will flow naturally and will make sense to the learners.</i></p> <p><u>Self-Assessment Checklist</u> The formative assessment tasks are clearly unit-specific and range</p>	<p>promote learner autonomy.</p> <p><u>Self-Assessment Checklist</u></p> <p>Each strategy describes a teacher-led activity chosen to build learner performance for an IPA task. <input type="checkbox"/></p> <p>Strategies are aligned to the modes of communication. <input type="checkbox"/></p>	<p><i>sites, video clips, visuals, etc. They are unit-specific, not generic.</i></p> <p><u>Self-Assessment Checklist</u></p> <p>Each item listed clearly states title, source and necessary identifying information and purpose. <input type="checkbox"/></p>	<p><i>Assessment tasks.</i></p> <p><u>Self-Assessment Checklist</u></p> <p><i>The vocabulary list is aligned to the Integrated Performance Assessment tasks.</i> <input type="checkbox"/></p>	<p><i>of the Integrated Performance tasks.</i></p> <p><u>Self-Assessment Checklist</u></p> <p>The support structures are aligned to the Integrated Performance Assessment tasks. <input type="checkbox"/></p>
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<p>from simple to more complex tasks, aligned to the course proficiency target.</p> <p style="padding-left: 40px;">Interpretive Reading</p> <p>1. 2. 3. 4.</p> <p style="padding-left: 40px;">Interpretive Listening</p> <p>1. 2.</p> <p style="padding-left: 40px;">Interpersonal</p> <p>1. 2. 3. 4.</p> <p style="padding-left: 40px;">Presentational Speaking</p> <p>1. 2.</p>				
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3. 4. Presentational Writing 1. 2. 3. 4.				
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Attach rubrics for each mode aligned to the course proficiency targets.