6 Ps in your classroom

From Henny Chen
Link Proficiency to IPA
IPA

• IPA : Integrated Performance Assessment

• A multi-task assessment framework designed by ACTFL

• 3 M: interpretive, presentational, interpersonal
ACTFL Integrated Performance Assessment

**Interpretive**
Students listen to, read and/or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

**Presentational**
Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

**Interpersonal**
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.
LESSON 4: AT A RESTAURANT IN XI'AN

- Pre-Discussion: “西安饺子宴”
  - https://www.youtube.com/watch?v=KXP1A7n-Ozo

- 你对中国菜的印象是什么？
- 你吃过哪些中国菜？你觉得什么菜好吃？为什么？
- 西安的饺子宴的饺子有什么特别的地方？
- 饺子有多少种做法？为什么会有这么多种类的饺子？
- 到西安还可以玩儿些什么？
What makes a question essential?

**Critical Thinking**
- Open-ended
- No single right answer

**Creativity**
- Provocative
- Fun
- Can be revisited

**Engagement**
- For all students
- Personalization
- Differentiation
- Target language

**Relevance**
- Expand students’ understanding of themselves in relation to their community and world
# Proficiency-based Rubric

## Interpersonal Mode – Novice Learner

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strong</td>
<td>Minimal</td>
</tr>
<tr>
<td><strong>Language Function</strong></td>
<td>Creates with language by combining and recombinining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.</td>
<td>Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.</td>
<td>Uses memorized language only, familiar language.</td>
</tr>
</tbody>
</table>

By Laura Terrill
# Performance Rubric – Interpersonal Task

<table>
<thead>
<tr>
<th></th>
<th>Strong Performance</th>
<th>Meets Expectations</th>
<th>Approaching Expectations</th>
<th>Struggling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How well am I understood?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>easily understood; errors in speaking are minor and do not interfere with communication.</td>
<td>understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.</td>
<td>difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.</td>
<td>extremely difficult to understand; repeat frequently; errors interfere with communication.</td>
</tr>
<tr>
<td><strong>How involved am I in the conversation?</strong></td>
<td>ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.</td>
<td>ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.</td>
<td>ask a few relevant questions; give simple or minimal answers to questions.</td>
<td>ask random questions that may or may not be on topic; minimal participation.</td>
</tr>
<tr>
<td><strong>How easily do I deliver my thoughts?</strong></td>
<td>conversation flows with few pauses</td>
<td>hesitations occur but seem natural; complete thoughts.</td>
<td>hesitations occur and are awkward; few or no incomplete thoughts.</td>
<td>speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.</td>
</tr>
<tr>
<td><strong>How do I demonstrate that I can correctly use the new vocabulary from the unit?</strong></td>
<td>successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task.</td>
<td>successfully use new words related to the unit to complete the task.</td>
<td>successfully use a few of the new words related to the unit to partially complete the task.</td>
<td>rely on simple and very familiar vocabulary to partially complete the task.</td>
</tr>
<tr>
<td><strong>What cultural knowledge and understandings do I share?</strong></td>
<td>add relevant information about the target culture; use cultural gestures and/or expressions appropriately.</td>
<td>refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.</td>
<td>make limited or no references to the target culture; may use a cultural gesture or expression.</td>
<td>respond only from personal point of view or perspective.</td>
</tr>
</tbody>
</table>
“A coherent curriculum spirals around a set of “big ideas” and recurring Essential Questions.”

J. McTighe (2012)
SP/ Phrases support

**SUPERIOR** Can support opinions, hypotheses, discuss abstract topics, and handle a linguistically unfamiliar situation.

**ADVANCED** Can narrate and describe in past, present, and future time/aspect, and handle a simplified situation or transaction.

**INTERMEDIATE** Can create with language, ask and answer simple questions on familiar topics and handle a simple situation or transaction.

**BEGINNER** Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.

Pyramid image courtesy of ACTFL
Activity 1: Oral bell work
Tools for activity 1

http://www.online-stopwatch.com
http://gsyan888.blogspot.com/2010/05/flash-poke.html
https://www.classtools.net/random-name-picker/

Google Keep
Tips for activity 1

• Provide a scenario to foster the conversation
• Provide some key phrases to facilitate it
• At least two rounds
• Suggestion time: 7-8 mins in total
• Keep records, but not for grading
Activity 2: Movie Talk
Tips for activity 2

- Story-related vocabularies vs. textbook vocabularies
- Transitions phrases
- Social-emotional vocabularies
- Teacher’s self-reflection
- It’s all about life
Activity 3: Theme Talk
Activity 3-2 IPA example

Authentic materials

Padlet

Flipgrid
Tips for activity 3

- Clear Can-do statements
- Benchmark and check points
- Collect evidence in class, after class and during the next class
- Performance –based practice

Flipgrid  
iMovie  
Photo booth  
Google drive
Activity 4: culture exchange

Zoom
Flipgrid
Tips for activity 4

- Communication
- Time difference
- Topics discussion
Activity 5: Oral final exam
Tips for activity 5

- Time consuming, but it’s worth the time.
- Schedule and JUST DO it
- Learn from other IPA teachers
- One time for every semester
What's something new you want to try this week? #MotivationMonday

“If you want something new, you have to stop doing something old.”

– Peter F. Drucker