## CARLA Virtual Assessment Center

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

| THEME: Families and Communities | TOPIC: Family | ESSENTIAL QUESTION: What is a family? |
|---|---|---|
| GRADE/LEVEL/(Elem-Jr.High-HS-College): Middle School Grades 6 - 8 | LANGUAGE: Chinese | TARGETED PROFICIENCY: Novice |
| UNIT DESIGNER: Deah Harambasic | | |

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.

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*

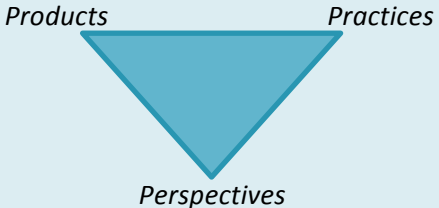| THEME: Families and Communities | TOPIC: Family | ESSENTIAL QUESTION: What is a family? |
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# UNIT OVERVIEW

### DESCRIPTION OF UNIT

This unit emphasizes the extended family and respect for the elderly in Chinese culture. Learners will make short presentations about their families using technology.

| INSTRUCTIONAL GOALS<br><br>▪ *Why is this unit relevant?*<br>▪ *What will learners know and be able to do by the end of the unit?* | Learners will:<br>• Describe the members and roles of family members in Chinese and American families.<br>• Compare and contrast American and Chinese families in terms of structure.<br>• Compare the role of the elderly in American and Chinese society. |
|---|---|
| STANDARDS-BASED PERFORMANCE ASSESSMENT<br><br>▪ *Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?*<br>▪ *Does the assessment provide evidence of achievement of the instructional goals?*<br>▪ *Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?* | Interpretive Task<br>• Listen to descriptions of three Chinese families and match the description to the photo.<br><br>Presentational Task<br>• Introduce your family to a class in China via technology.<br><br>Interpersonal Task<br>• In small groups, share pictures of your family. Compare the families in your group to the families you learned about in China. |

# Standards-Based Integrated Performance Assessment and Unit Overview

| CULTURES EXAMPLES | Product: Family | |
|---|---|---|
| ▪ *Are cultural products, practices, perspectives integrated into daily lessons?*<br><br>*Products*       *Practices*<br><br>*Perspectives* | **Practice:** Extended family living under one roof, grandparents caring for and raising grandchildren, parents feeling an obligation to care for aging parents<br><br>**Perspective:** Respect for elderly | |
| **CONNECTIONS EXAMPLES** | **Making Connections** | **Acquiring Information and Diverse Perspectives** |
| ▪ *Do learners use the target language to explore other disciplines?* | Social Studies: Families around the world. | Social Studies: Role and importance of elderly in Chinese culture. |
| **COMPARISONS EXAMPLES** | **Language Comparisons** | **Cultural Comparisons** |
| ▪ *Do learners compare their language and culture to the target language and cultures?* | Learners compare terms used to address family and friends in Chinese culture. | Learners compare family structure in China to US. |
| **COMMUNITIES EXAMPLES** | **School and Global Communities** | **Lifelong Learning – Goal-setting** |
| ▪ *Do the learners share the target language and culture beyond the classroom?*<br>▪ *Do they set personal learning goals and monitor their progress?* | Learners connect to a classroom in China to compare family structures. | Learners set personal goals related to describing their families. |
| **CONNECTIONS TO COMMON CORE** | 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. | |
| ▪ *Which Common Core Anchor Standards are supported by this unit's learning activities?* | | |

| TOOLBOX | | |
|---|---|---|
| **Language Functions/Can-do Statements** | **Related Structures/Patterns** | **Priority Vocabulary** |
| Ask and answer questions<br>Describe<br>Make comparisons | 你的家有几个人？<br>他们都是谁？<br>你住在哪儿？<br>你的。。。住在哪儿？<br>为什么？ 因为。。。<br>在你的家，谁。。。？<br><br>很多， 很少， 有的，<br><br>平常， 可是， 比， 比较 | 奶奶， 外婆， 爷爷， 外公，照顾， 工作， 学习， 做饭， 管,岳母， 婆婆，<br><br>大， 小 |
| **SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS** | | |

- 5 minute quick write using comparison words 平常 and 可是
- large group compilation of family member vocabulary
- information gap description practice: students will describe a picture to a partner and that partner will identify the picture based on the description
- presentation drafts and subsequent revisions
- cloze paragraphs
- viewing of a variety of pictures and answering questions ranging from identifying details to describing the big idea
- partner structured interviews to find out about family structure

| RESOURCES | DIGITAL LITERACY INTEGRATION |
|---|---|
| | Connecting to other classrooms via Skype |