

## CARLA Virtual Assessment Center

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

<b>THEME:</b> Families and Communities	<b>TOPIC:</b> Community	<b>ESSENTIAL QUESTION:</b> How can we create a caring and supportive community?
<b>GRADE/LEVEL/(Elem-Jr.High-HS-College):</b> High School – Level 3	<b>LANGUAGE:</b> Chinese	<b>TARGETED PROFICIENCY:</b> Novice High
<b>UNIT DESIGNER:</b> Shu-Mei Lai		

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 read the story, *The Magic Flower with Seven Colors*, and explain how the characters are connected to each other and dependent on each other. They will compare the Chinese perspective on an individual’s relationship to his/her community to the US perspective. Ultimately the learners will write and present an original play illustrating the concept of a supportive community. Rubrics for the project are included.

<b>INSTRUCTIONAL GOALS</b> <ul style="list-style-type: none"> <li>▪ Why is this unit relevant?</li> <li>▪ What will learners know and be able to do by the end of the unit?</li> </ul>	Learners will: <ul style="list-style-type: none"> <li>• develop awareness that helping one another is critical for personal development and community building.</li> <li>• explain how members in a community are interdependent among one another.</li> <li>• identify and order key events in the story which center upon the theme that our community requires all members to work together to build supportive and trusting relationships.</li> <li>• compare and contrast Chinese people’s perspective on the relationship between an individual and his/her community, based on events in the story, with general practice in the home culture.</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> </ul>	<p><b>NOTE: Rubrics are provided at the end of the template</b></p> <p><u>Interpretive Tasks</u> Learners read the story of <b>魔法七色花</b> <i>The Magic Flower with Seven Colors</i> silently. When they finish reading, they will identify the characters in the story, define their relationship and explain how each character is connected to and dependent on each other in some way.</p>

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- *Does the assessment provide evidence of achievement of the instructional goals?*
- *Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?*

Learners will watch a film about the story of 魔法七色花 *The Magic Flower with Seven Colors*. After viewing the film, they will identify and sequence the events that are most beneficial and significant to Jenny's character development and the overall community in which she lives. Learners will create five questions and provide each question with an answer by exploring content and culture embedded in the story, using different question words 为什么 *.why*, 什么时候 *when*, 谁 *.who*, 在哪里 *.where*, and 怎么 *how*. One question should be designated to compare/contrast how they would use the magic flower with that of the character in the story.

### Presentational Tasks

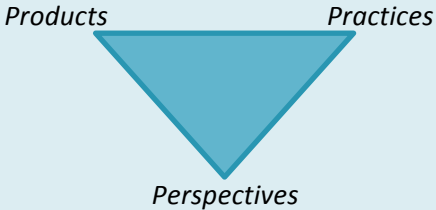
Learners will work in groups of four to write the scripts using word processor, for a subsequent dramatic performance assignment. The story of their script should illustrate the value of helping others, using content and language knowledge learned from the unit.

Learners will present a 7-minute play in the group originally assigned for script writing. They will perform the story of 魔法七色花 *The Magic Flower with Seven Colors* using the scripts they wrote in class.

### Interpersonal Task

Throughout the entire collaborating process to prepare for and complete their presentational tasks, students will talk with partners in target language to discuss, brainstorm, negotiate as they work together to decide who will do what, what to include in their play, how many props they will need, what needs to be finished by when, etc. They will also apply such language skills as evaluating, making suggestions, and arguing with each other as they prepare and rehearse for the play.

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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>Product:</b> Community  <b>Practice:</b> Placing communal interest over personal interest  <b>Perspective:</b> Importance of living harmoniously with the environment including nature, people and any living creatures</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>English Language Arts:</b></p> <ul style="list-style-type: none"> <li>Using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events.</li> <li>Creating shared work to integrate knowledge and experience to entertain.</li> </ul> <p><b>Visual Arts:</b></p> <ul style="list-style-type: none"> <li>Identifying elements of colors to create in a variety of contexts in the arts area.</li> </ul>	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>Government, civic values and public services</li> <li>Our responsibilities as global citizens; making the world a better place to live</li> </ul>
<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>Sentence patterns</p>	<p>Priorities in wish making: individual preferences vs. familial or communal interest  Meaning of happiness: personal or a broader connotation that involves others in the community</p>

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COMMUNITIES EXAMPLES	School and Global Communities	Lifelong Learning – Goal-setting
<ul style="list-style-type: none"> <li>▪ <i>Do the learners share the target language and culture beyond the classroom?</i></li> <li>▪ <i>Do they set personal learning goals and monitor their progress?</i></li> </ul>	<p>Learners perform their drama to a group of audience that includes parents, principal and teachers in school.</p> <p>Learners’ performances are recorded and uploaded on classroom website to invite comments or feedback from parents and members in the community.</p>	<p>Set personal goals for communication.</p>
<p><b>CONNECTIONS TO COMMON CORE</b></p> <ul style="list-style-type: none"> <li>▪ <i>Which Common Core Anchor Standards are supported by this unit’s learning activities?</i></li> </ul>	<p>R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <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.</p> <p>SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	

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TOOLBOX		
Language Functions/Can-do Statements	Related Structures/Patterns	Priority Vocabulary
<p>Express attitudes: agree or disagree with opinion or recommendation on how the story should be written and presented.</p> <p>Express personal preferences (preferred role in writing assignment and dramatic performance),</p> <p>Compare opinions, identify similarities/differences and evaluate choices</p> <p>Ask and answer questions for clarification or learn/contribute more to completion of the tasks.</p>	<p>Indicative: 我赞成... (I agree...) 我不赞成...(I disagree...)</p> <p>Subjunctive: 我想...会比较好。(I think it would be better if...)</p> <p>Indicative: 我喜欢（想要）... (I want to...)</p> <p>Subjunctive: 我觉得我么应该...。(I think we should...) 我想让...演...。(I request...)</p> <p>Comparative: 他么的意见(不)一样的地方是... (Their opinions are similar/different in that...) 我觉得他的意见比较... (I think his opinion is better/not as good.)</p> <p>Using question words: 为什么(why), 谁(who), 什么时候(when), 在哪里(where), 做什么(what), 怎么做(how)</p>	<p>互相 (mutual), 合作(cooperation), 和谐(harmony), 助人为快乐之本(helping others is the source of happiness), 自私 (selfishness), 为人着想(being considerate)</p>
SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS		
<p>Learning activities:</p> <ul style="list-style-type: none"> <li>• Read: 魔法七色花 <i>The Magic Flower with Seven Colors</i></li> <li>• View: <a href="http://www.Uyouku.com/v_show/id_XMzE5MzizODg4.html">www. Uyouku.com/v_show/id_XMzE5MzizODg4.html</a></li> </ul>		

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<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>Character map (Appendix 1): To assess students' understanding of the relationships between characters and how they are interdependent upon one another.</li> <li>Chain of events (Appendix 2): To assess students' comprehension of sequence of the events in the story.</li> <li>Questions and answers (Appendix 3): To assess general comprehension and ability to compare/contrast cultural/individual differences on the theme of interdependence of community members.</li> </ul> <p>Learning activities:</p> <ul style="list-style-type: none"> <li>Small groups: Students talk with partners in target language to discuss, brainstorm, negotiate as they work together to prepare for and complete the presentational tasks.</li> <li>Group play rehearsal: Students work in groups to rehearse the play.</li> </ul> <p>Formative assessment:</p> <ul style="list-style-type: none"> <li>To assess students' ability to express opinion and participate in conversations, as well as their ability to ask and answer questions using sentences and series of sentences.</li> </ul>	
RESOURCES	DIGITAL LITERACY INTEGRATION
<ul style="list-style-type: none"> <li>魔法七色花 (The Magic Flower With Seven Colors) (2006). EPB Pan Pacific: Singapore -text</li> <li><a href="http://www.Uyouku.com/v_show/id_XMzE5MzizODg4.html">http://www.Uyouku.com/v_show/id_XMzE5MzizODg4.html</a> – film about the story illustrated in the text</li> <li>ACTFL proficiency guidelines <a href="http://actflproficiencyguidelines2012.org/">http://actflproficiencyguidelines2012.org/</a></li> <li>ACTFL performance descriptors <a href="http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners">http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners</a></li> <li>Alignment of the National Standards for Learning Languages with the Common Core State Standards</li> <li><a href="http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards">http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards</a></li> <li>Class lectures</li> <li>Common core standards: <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>Davin, K., Troyan, F. J., Donato, R. and Hellman, A. (2011), Research on the Integrated Performance Assessment in an Early Foreign Language Learning Program. <i>Foreign Language Annals</i>, 44: 605–62</li> </ul>	<p><a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a></p> <p><a href="http://engage.wisc.edu/podcasting/deliver/index.html">http://engage.wisc.edu/podcasting/deliver/index.html</a> allow students to have convenient access to Chinese audio/video resources including authentic materials provided by the teacher.</p> <p><a href="http://www.skype.com">www.skype.com</a> allows students to connect with each other outside classroom via live video.</p>

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### Rubrics

#### Interpretative Tasks

Grading Criteria	Meets expectations	Does not meet expectations
Do I understand the relationships and interdependence between characters?	I accurately identify the characters in the story, define their relationship and explain how each character is connected to and dependent on each other.	I cannot accurately identify the characters in the story, define their relationship and explain how each character is connected to and dependent on each other.
Can I identify the significant events and sequence all the events occurred in the story?	I can accurately identify the significant events and sequence the events in the story.	I cannot accurately identify the significant events and sequence the events in the story.
Can I create questions to demonstrate understanding of main ideas of the story and compare/contrast cultural differences between target and home culture?	My answers show that I understood the main idea and cultural differences between target and home culture.	My answers show that I understood little of the main idea and cultural differences between target and home culture.

#### Interpersonal Tasks

Grading Criteria	Strong	Acceptable	Approaching
Communication strategies	Keeps the conversation going; asks for clarification as needed; encourage others to participate	Responds to others' comments and can ask questions of others; ask for clarification as needed; shares talk time with others	Responds to some questions and comments; frequently says "I don't understand" or "I don't know" in response to questions
Comprehensibility	Is easily understood	Is easily understood with only occasional need to repeat or reword	Is not easily understood; must repeat often and ask for help from others
Comprehension	Understands all of the conversation without difficulty	Understands most of the conversation; may need occasional repetition or rewording	Understands a limited amount of conversation
Language	Speaks in sentences in the target language; errors are minor and do not interfere with communication	Speaks in phrases and short sentences; may use a word or two in English; errors do not interfere with communication	Responds with single words and short phrases; may use words or phrases in English; some errors may interfere with communication
Content/Culture	Stays on topic and includes information and understandings from own culture and the target culture	Stays on topic and includes information from own culture and the target culture	Generally stays on topic with limited or no reference to the target culture



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### Presentational Tasks

#### Script Writing

Grading Criteria	4 Superior	3 Good	2 Fair	1 Needs work
<b>Grammar &amp; Punctuation (Conventions)</b>	The script has 1-2 errors in grammar or punctuation.	The script has 3-4 errors in grammar or punctuation.	The script has 5-6 errors in grammar or punctuation.	The script has more than 6 errors in grammar or punctuation.
<b>Vocabulary</b>	More than 20 relevant vocabulary words from the unit are used accurately.	15-20 relevant vocabulary words from the unit are used accurately.	10-15 relevant vocabulary words from the unit are used accurately.	Less than 10 relevant vocabulary words from the unit are used accurately.
<b>Format</b>	The script is typed in DFKai-SB font, size 14. All lines have the correct margin and in script form.	The script is typed in DFKai-SB font, size 14. Either the margin is incorrect OR it is not in script form.	The script is typed in DFKai-SB font, size 14. Both the margins and the form are incorrect.	The script is NOT typed in correct format.
<b>Creativity</b>	The story contains more than five creative details and/or descriptions that make it interesting to read.	The story contains 3-4 creative details and/or descriptions that make it interesting to read.	The story contains 1-2 details and/or descriptions, but they distract from the story.	There is little evidence of creativity in the story. The authors do not seem to have used much imagination.

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### Drama

Grading Criteria	4 Superior	3 Good	2 Fair	1 Needs work
Participation	All group members participate equally.	All group members participate but not equally.	Only 2 or 3 group members participate.	Only 1 or 2 group members participate.
Comprehensibility	All group members speak clearly with accurate tone usage and appropriate volume and are easy to understand.	More than 3 group members speak clearly with accurate tone usage and appropriate volume and are easy to understand.	More than 2 group members speak clearly with accurate tone usage and appropriate volume, and are easy to understand.	Only 1 or 2 group members speak clearly with accurate tone usage and appropriate volume, and can be understood.
Content/Culture	The story is relevant for assigned topic, and reflects understanding of 5 important aspects of content and culture.	The story is relevant for assigned topic, and reflects understanding of 3-4 important aspects of content and culture.	The story is somewhat relevant for assigned topic, and reflects understanding of 1-2 important aspects of content and culture.	The story has little relevancy for assigned topic, and does not reflect any understanding of important aspects of content and culture.
Language usage/grammar	The play has less than 3 errors in word choice, language usage and grammar.	The play has 3-5 errors in word choice, language usage and grammar.	The play has 6-8 errors in word choice, language usage and grammar.	The play has more than 8 errors in word choice, language usage and grammar.
Setting/visuals/ Props	Setting, visuals, and props greatly enhance the play.	Setting, visuals, and props support the play.	Setting, visuals, and props slightly support the play.	Setting, visuals, and props do not support the play.