CARLA Virtual Assessment Center

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

THEME: Beauty and Aesthetics	**TOPIC:** Shapes	**ESSENTIAL QUESTION:** Does everything have a shape?
GRADE/LEVEL/(Elem-Jr.High-HS-College): Kindergarten	**LANGUAGE:** French	**TARGETED PROFICIENCY:** Novice
UNIT DESIGNER: Margaret Bolar Boly		
NOTE: This unit was developed for the CARLA Content-Based Instruction Unit Summer Institute. It is adapted here for this Standards-based Performance Assessment and Unit Overview.		

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*st *Century* (1996), and *Standards for Foreign Language Learning in the 21*st *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*

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UNIT OVERVIEW

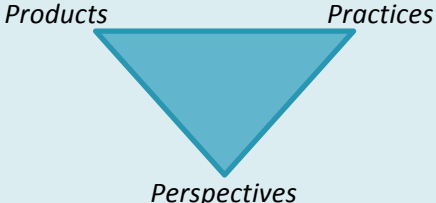| **DESCRIPTION OF UNIT** |
|---|
| Learners recognize and name different shapes that they see in the classroom and community, and in art. They use their creativity to create a building of different shapes and describe the building to others. Rubrics for the performance tasks are included. |

INSTRUCTIONAL GOALS ▪ *Why is this unit relevant?* ▪ *What will learners know and be able to do by the end of the unit?*	Learners will: • Recognize shapes in real-word objects by pointing to the shapes in the classroom, the home, and the community. • Recognize that different cultures use shapes in architecture by pointing to the shapes in images of architecture in France, Senegal, Morocco, and the United States. • Understand that artists use shapes to create paintings and design textiles by pointing to shapes in African textiles and in artwork by Kandinsky, Herbin, Klee, Matisse, and Delaunay. • Use the phrase "I see" to identify shapes they see. • Use the phrase "I build with" to tell what shapes they use to build something. • Use the phrase "I like" and "I don't like" to express what shapes they like and don't like. • Use the phrase "You like" to ask a friend if he/she likes a certain shape.

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STANDARDS-BASED PERFORMANCE ASSESSMENT ▪ *Does the performance assessment include the three modes of Communication (Interpretive, Presentational, Interpersonal)?* ▪ *Does the assessment provide evidence of achievement of the instructional goals?* ▪ *Do the Interpretive tasks inform the content of the Presentational and Interpersonal tasks?*	**Note: Description of performance assessment and rubrics follows the unit overview** Interpretive Tasks • Learners circle the shape they see in an image when the teacher names the shape. • Learners match the shape to the corresponding word that names the shape. Presentational Tasks • Learners construct a building using a variety of shapes and describe their building to others. Interpersonal Task • Learners play a simple board game with classmates where they name the shape that is pictured.
CULTURES EXAMPLES ▪ *Are cultural products, practices, perspectives integrated into daily lessons?* *Products* *Practices* *Perspectives*	**Products:** Fabric **Practices:** Using geometric shapes in fabric design from West Africa **Perspectives:** Designs that different people like **Products:** Paintings **Practices:** Using geometric shapes in paintings **Perspectives:** Using shapes to create paintings

CONNECTIONS EXAMPLES ▪ *Do learners use the target language to explore other disciplines?*	**Making Connections**	**Acquiring Information and Diverse Perspectives**
	Math: Identifying geometric shapes	Art and Architecture: Geometric shapes are used in different ways in different cultures to create art and buildings

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COMPARISONS EXAMPLES	Language Comparisons	Cultural Comparisons
▪ *Do learners compare their language and culture to the target language and cultures?*	Learners compare the names of shapes in French and English	Learners compare art, architecture, and fabric design

COMMUNITIES EXAMPLES	School and Global Communities	Lifelong Learning – Goal-setting
▪ *Do the learners share the target language and culture beyond the classroom?* ▪ *Do they set personal learning goals and monitor their progress?*	Learners use the target language to identify geometric shapes outside their classroom.	Learners place stickers next to what they can understand and say in the target language.

CONNECTIONS TO COMMON CORE	
▪ *Which Common Core Anchor Standards are supported by this unit's learning activities?*	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.

TOOLBOX		
Language Functions/Can-do Statements	**Related Structures/Patterns**	**Priority Vocabulary**
Identify shapes. Describe what I construct. State shapes I like and don't like. Ask "do you like (shape)?"	Je vois Je construis J'aime Je n'aime pas	Un carré Un triangle Un rectangle Un hexagone Un trapèze Un cône Un cube Un cylindre Une sphere Une forme naturelle Numbers 1 - 10

SAMPLE LEARNING ACTIVITIES/FORMATIVE ASSESSMENTS

INTO/PRE TASK (preview learning phase)

- Teacher projects an image of a West African textile that has a geometric pattern. He/she asks the students what shapes they see. Students are accustomed to answering with the form "Je vois un triangle", for example.
- Teacher projects two pictures on the same slide: a tailor sewing a textile and a woman wearing the clothing from the textile.
    - Teacher asks students to think about who these people are and how they know each other.
    - Students offer answers in L1 and L2. Teacher supplements vocabulary with that in French. If a student says, "He's making clothes", the teacher may reply "Oui. Il coud le tissu".
    - If the students have difficulty making the connection between the two pictures, the teacher may hint at what the tailor is doing. For example, the teacher might say "Il est tailleur. Il coud le tissu et crée des vêtements. Et la femme, qu'est-ce qu'elle fait?"
        - The goal of projecting these slides is to get at a discussion about the fact that many West Africans buy cloth, go to their tailor, and get clothes made from the cloth.

THROUGH/DURING TASK (focused learning phase)

- Teacher brings out actual West African textiles and sewn clothing made by a tailor. Teacher then describes why he/she likes the particular textile drawing attention to the interesting shapes in the pattern.
- Teacher asks children to look at what they are wearing that day. Teacher may ask students why they like their clothes and what makes clothing interesting.
    - Students may respond using the structure "Je vois…" They might also comment on what they like or dislike using phrases such as: "J'aime…parce que…" or "Je n'aime pas…".
- Teacher relates the discussion back to the West African textile saying that many people like clothing with bright colors and a variety of shapes.
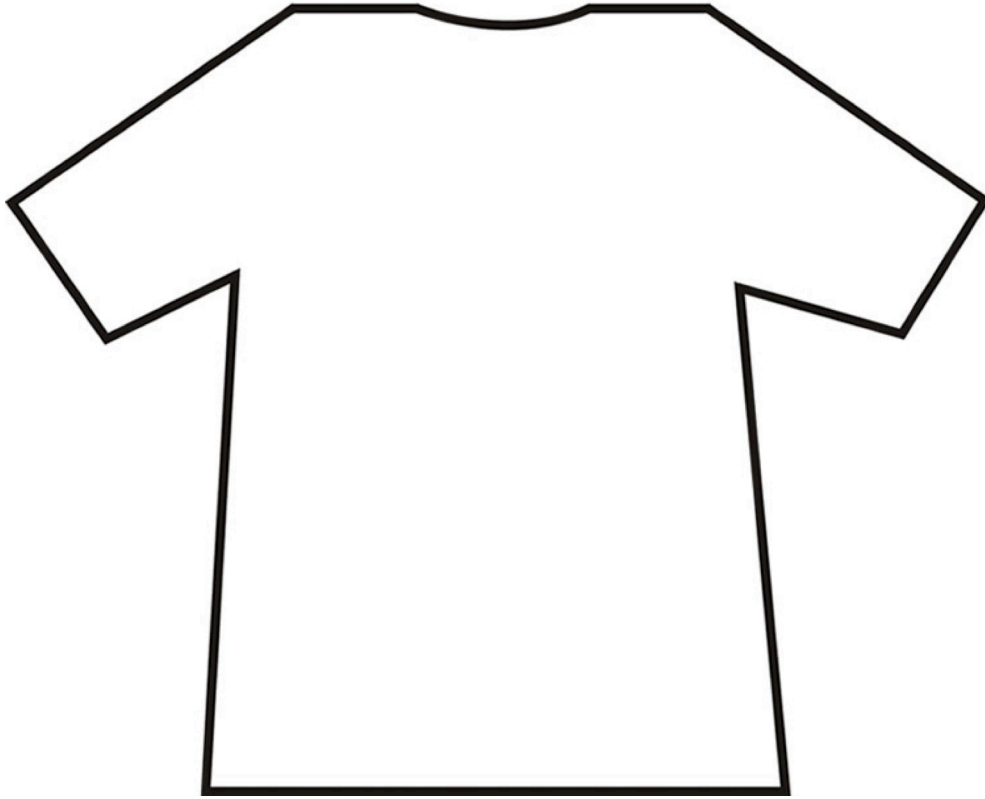
BEYOND/POST TASK (expansion learning phase)

- Students go back to their tables where they find precut shapes, crayons, glue, and thick strips of construction paper.
- Teacher instructs class that they will be able to create their own design for a textile. They can use the precut shapes or draw their own shapes.
- As the students work, the teacher circulates and asks individual students to talk about which shapes they are using. The students may respond as such: "Je crée mon tissu avec le triangle et le carré." The teacher may need to model and/or scaffold student responses.
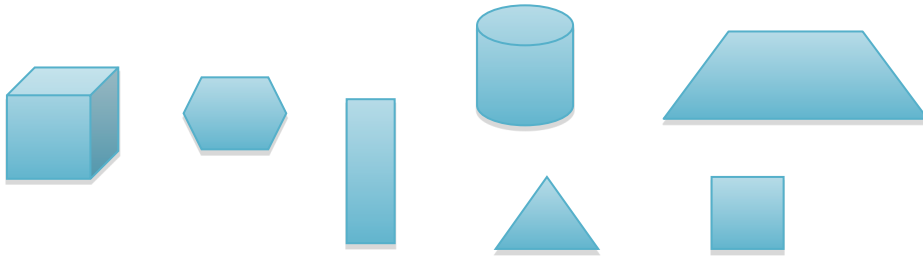- If there is enough time:

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Nom: _____

Look through your clothing to find one shirt or top that is the most interesting. Draw a picture of it below and discuss why you think it's interesting.

Do you see any shapes? Which ones?

Teacher can pass out small stencils of a shirt, pants, and skirt. Students will become tailors and trace the stencil over their textile pattern in order to create an outfit for a popsicle stick person. Three popsicle sticks would be glued together to make a body, arms, and legs. The traced clothing would be cut out and glued onto the popsicle stick person. Each child would also receive a precut paper circle to glue on as the head. The student would need to add facial features.

HOMEFUN:
Students will be given a sheet with a blank shirt drawn on it. They must take it home and work with their family to find the most interesting top amongst everyone's clothing. The student then draws a picture of the top. The family is encouraged to discuss why it's interesting and if they see any particular shapes within the shirt/top itself. The students will have time to show their homefun picture during next morning's circle time together.

Images of West African Textiles

Does Everything Have a Shape? • Bolar Boly • p. 5

Photo courtesy of Kinderart at
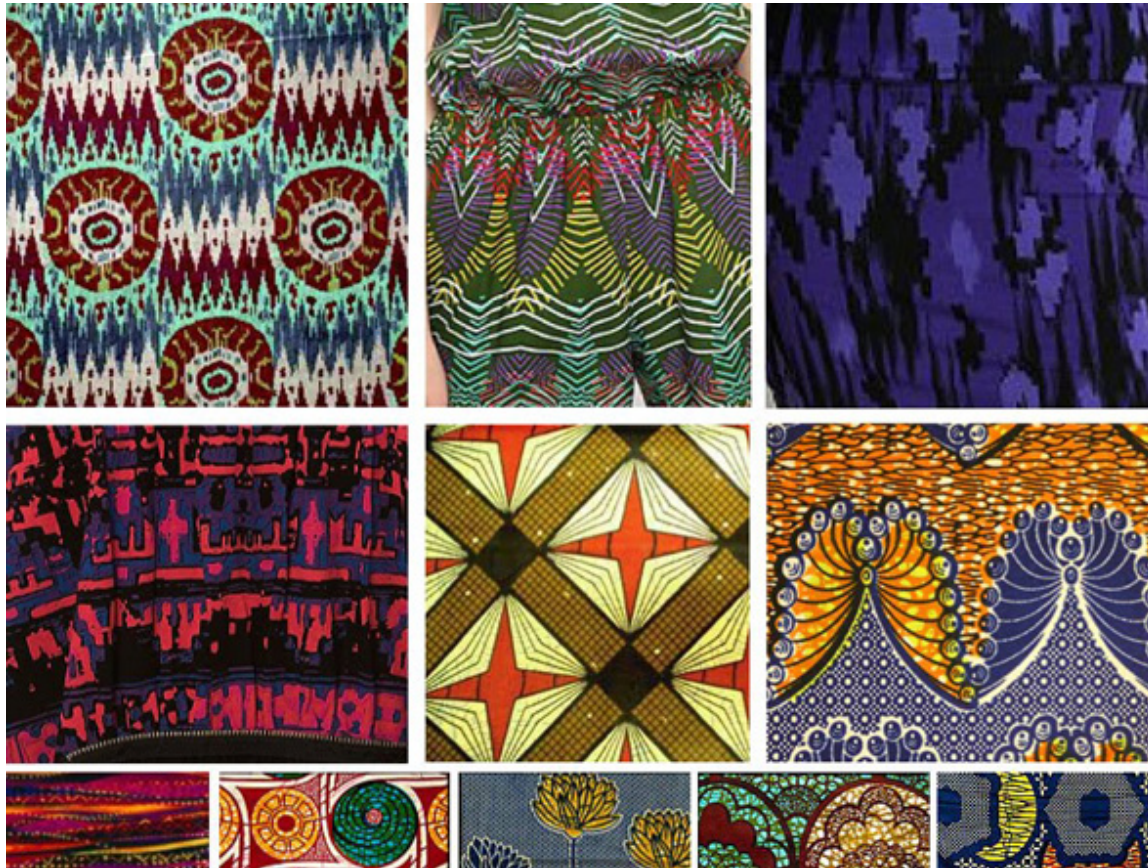**http://www.kinderart.com/multic/kenteclothstrips.jpg**

Photos taken by Margaret Bolar Boly

Photo courtesy of Pattern People at
http://www.patternpeople.com/wp-content/uploads/2009/11/African_textiles1.jpg

RESOURCES	DIGITAL LITERACY INTEGRATION
Micklethwait, Lucy. *Je cherche les formes dans l'art*. Bayard Jeunesse. Steele, Margaret, and Cindy Estes. *The Art of Shapes: For Children and Adults*. Los Angeles, CA: MOCA Store, 1997. **TEXTS:** • Images of West African textiles, tailors, and people wearing textiles. **HANDOUTS:** • Pre-cut paper shapes, strips of construction paper, stencils. • Homefun sheet **EQUIPMENT:** • Actual textiles and tailor-made clothing from West Africa. • Document camera to project images. • Glue, crayons, pencils, popsicle sticks	Digital storytelling: Puppet Pals Storybird Smilebox Connecting to other classrooms: Skype in the Classroom

DESCRIPTION OF CULMINATING PROJECT AND ASSESSMENT RUBRICS:

Interpretive Task: Identify shapes in art
- Give each student a piece of paper with an image of *Père et Mère* by Auguste Herbin. Each student would also have a set of precut paper shapes to have as a scaffold. Students would need to find which shapes are present within the entire piece of art. The teacher would help model laying the paper shapes on top of the image to check and see if any match.
- The students would then be given a sheet of paper with vocabulary words in French. If they matched a shape to the artwork, they should then glue it under the corresponding word in French.
  - This task would help assess how well the students can decipher shapes within a larger image. They will also be asked to match shapes to their corresponding label in French. Essentially, it is a reading task in which students must recognize the vocabulary words in French.
- This task would be given after the first two lessons on the names of shapes and where they can be found. Since the assessment is integrated into the unit itself, the modeling and practicing would be embedded into the lessons themselves.

Interpretive Task Materials

Père et Mère, 1943 Auguste Herbin
Photo courtesy of Applicat-Prazan at
http://www.applicat-prazan.com/en/en-artistes/2011/en-auguste-herbin/

Graphic Organizer : Interpretive Task

	Nom: _____			
Je vois…				
Un cercle	Un triangle	Un carré	Un rectangle	Un hexagone

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Interpretive Task Rubric

Non-negotiables:
- Students will identify shapes within the context of the painting.
- Students will match the shapes to the correct vocabulary word in French.

Criteria	Exceeds expectations	Meets expectations	Approaching expectations
Deciphers which shapes are in the image (regardless of which column they're glued in)	Glued at least 3 of the following shapes somewhere on the paper: square, rectangle, triangle, circle	Glued at least 2 of the following shapes on the paper: square, rectangle, triangle, circle	Glued at least 1 of the following shapes on the paper: square, rectangle, triangle, circle
Glues shape under corresponding word (regardless of whether or not it's in the image)	Matches at least 4 shapes to the corresponding word	Matches at least 3 shapes to the corresponding word	Matches at least 1 shape to the corresponding word

Presentational Task: Build a structure and present it
- Each student is given a set of blocks (triangular, rectangular, trapezoidal and cube), balls, cones, and cans. They are asked to construct a building using these objects. When they are finished, they will verbally present their building. They can also think about who might live there and in which country it is found.
  - The teacher would model ways to talk about what he/she is constructing using the form, "Je construis avec…. Students would be given time to practice playing with the objects and describing what shapes they are using.
- This task would come after lesson four in which students develop an understanding of how shapes are used.

Presentational Task Rubric

Non-negotiables:
- Students will use different shapes to construct a building.
- Students will use the present tense 1st person singular form of the verb "construire" to describe what they are building using the following vocabulary: avec, un triangle, un rectangle, un trapèze, un cône, un cube, une sphère, un cylindre.

Criteria	Exceeds expectations	Meets expectations	Approaching expectations
Build a structure	Structure made of many different shapes, elaborate design	Structure made from a few shapes, simple design	Structure made from one shape, very simple design
Describe using grammatical structure	Student uses "Je construis avec…" form.	Student uses two parts of the form "Je construis avec…"	Student uses one part of the form "Je construis avec…"
Identify shapes used	Student matches shape to word most of the time	Student matches shape to word some of the time.	Student matches only one shape to word.

Presentational Task: Optional Checklist

The presentational task does not, necessarily, need a rubric. A checklist could be used to assess. Here's an example of a checklist designed to assess the presentational task.

The first three criteria would be expected from each student in order to meet expectations. Students with more than one "No" checked in the first three boxes would still be approaching expectations, not satisfying them. The final two criteria would indicate an advanced student who is exceeding expectations.

Criteria	Yes	No
Did the student build a structure using shapes?		
Did the student verbally describe what he/she is building using any variation of the form "Je contruis avec…"?		
Did the student identify shapes he/she used?		
Did the student describe the function of the structure? (Does someone live there? work there?)		
Did the student describe in what country or city the structure would be found?		

- **Interpersonal Task: Interview**

    - The teacher tells the class that they are going to make a picture for their partner. They need to find out what types of shapes their partner likes. Each pair has a set of white paper shape cutouts.
    - Students will watch the teacher model an interview and then practice with a partner. Each student must ask and answer questions since they both need to create a picture.
    - After practicing, they will have a new partner for the task. When the students are finished, they will use the cutouts and crayons to make a picture for their partner.
        - Here's an example of the task modeled by the teacher and a student volunteer:
            - Teacher: Bonjour. Je suis un artiste.
            - Student: Bonjour.
            - Teacher: Quelles formes aimes-tu?
            - Student: J'aime le cercle et le triangle.
            - Teacher: Quelle couleur aimes-tu?
            - Student: Bleu.
            - Teacher: Combien de cercles?
            - Student: Trois.
            - Teacher: Je vais te faire un dessin. Au revoir.
            - Student: Merci. Au revoir.
    - This task simulates a real-world discussion between an artist and a client without forcing the students into a role-play that is cognitively beyond their grasp. They also have the opportunity to create a product after having discussed it. This gives the task more meaning since they directly apply the information they received from their partner.
    - This task would come after lesson five and would finish the unit.

Interpersonal Task Rubric

Non-negotiables:
- Students will ask their partner questions in order to find out what shapes and colors they like.
- Students will answer their partner's questions about what types of shapes and colors they like.

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Rubric: Interviewer

Criteria	Exceeds expectations	Meets expectations	Approaching expectations
Interviewer greets partner	Greets partner and introduces him/herself.	Omits either the greeting or the introduction, performs one function.	Does not greet or introduce him/herself.
Interviewer asks partner about his/her likes	Asks a variety of questions. Varies questions between shapes, colors, number, etc.	Asks questions that have some variation in topic.	Asks one question, thus showing no variation.
Interviewer ends conversation	Includes two elements: tells what he/she will do next, thanks partner, and/or says 'au revoir'.	Includes one element: tells what he/she will do next, thanks partner, and/or says 'au revoir'.	Forgets to end conversation.

Rubric: Interviewee

Criteria	Exceeds expectations	Meets expectations	Approaching expectations
Interviewee responds to greeting	Greets and introduces him/herself.	Performs only one function; greeting or introduction.	Does not respond.
Interviewee responds to questions	Responses are logical in terms of topic; responses are in a full sentence.	Responses are mostly logical, some in full sentences.	Responses are not logical.
Interviewee responds to closing of conversation	Includes two elements: tells what he/she will do next, thanks partner, and/or says 'au revoir'.	Includes one element: tells what he/she will do next, thanks partner, and/or says 'au revoir'.	Does not respond when prompted.

***The interviewee would not be marked poorly if the interviewer forgets to greet or close the conversation. These criteria would then become null and void for the interviewee. ***