**Developing an IPA (Integrated Performance Assessment)**

**Designing unit lessons and activities to prepare for the IPA**

**1. In Backward Design, the IPA provides evidence that the learning outcomes of the unit have been met. The IPA is aligned to the learning outcomes and scored with** [**performance or proficiency rubrics**](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies/Scoring-Guidelines-for-World-Languages)**.**

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| [Unit Theme](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures/Content-Elaborations): [Essential Question(s)](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures/Content-Elaborations)Communicative/Intercultural Outcome(s) |

**2. Choose the** [**standards**](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language) **you will focus on for this unit / assessment:**

**3. Choose the proficiency level of the students you plan to assess.**

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| Novice Mid Novice High Intermediate Low Intermediate Mid Intermediate High |

**4. Determine the final IPA tasks** **that the students will do.**

*Create at least one task per column that builds on the previous tasks. Embed intercultural connections into each activity.*

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| **Interpretive** * reading, listening, viewing tasks
* see ACTFL [Appendix D/F](http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics)

for creating and scoring tasks* use an authentic cultural resource from media or print
 | **Interpersonal** * conversational task that is written, spoken or signed
* real-world / authentic context
* include [intercultural connections](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures/Expectations-for-Learning)
 | **Presentational*** speaking, writing or signing task
* real-world / authentic context
* include [intercultural connections](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures/Expectations-for-Learning)
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**5. CONTENT:** **Decide what your students need to do/ to know to meet the learning outcomes for this unit.**

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| [Language Functions](http://prodev.elpa21.org/module2/module2/resources/LanguageFunctionsForms.pdf)What students need to be able to do with language, such as compare, summarize, etc. | [Language Forms](http://prodev.elpa21.org/module2/module2/resources/LanguageFunctionsForms.pdf)What students need to know, such as content, vocabulary or structures |
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**6. Formative Activities and Assessments: Design activities for learning checks to prepare for the final IPA.**

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| Interpretive | Interpersonal | Presentational |