Integrated Performance Assessment

Designing Backwards:

**From Standards Through Assessment
to Daily Instruction**

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Motivating Student Learning

- Focusing learning and teaching through assessment

- Engaging students through a meaningful context for learning

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IPA Project: Goals

1. **Design a prototype for standards-based assessment**
   - Chart student progress
   - Link with Performance Guidelines for K-12 Learners

2. **Field test the prototype**
   - Effectiveness of measuring student progress
   - Accuracy of using rubrics for ratings

3. **Use IPA tool as catalyst for reform**
   - Connect assessment, curriculum, instruction
   - Develop samples with student work exemplars

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IPA Project: Pilot Sites

- **Appleton, WI**
- **Fairfax County, VA**
- **Oregon (consortium of districts)**
- **Putnam City, OK**
- **Springfield, MA**
- **Wallingford-Swarthmore, PA**

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Traditional planning design:

1. **start with the vocabulary and grammatical structures**
2. **practice**
3. **quiz**
4. **practice more**
5. **culture**
6. **chapter test**

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Designing backwards:

1. **start with the ends (performance goals)**
2. **envision activities to lead students to success**
3. **select the means (language elements)**

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IPA: Characteristics

- **Authentic**
- **Performance-based**
- **Based on the 3 modes of communication**
- **Integrated**
- **Illustrate developmental progress (according to ACTFL Performance Guidelines for K-12 Learners)**
- **Blend with classroom instruction and experiences**

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Integrated Performance Assessment Cycle

Presentational Communication Task

Interpretive Communication Task

Interpersonal Communication Task
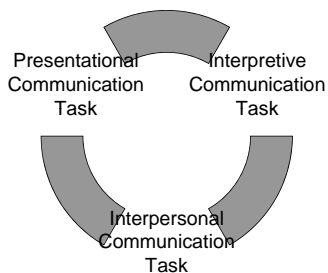
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IPA: Your Health

Interpretive Task
Read article;
complete comprehension guide

Interpersonal Task
Spontaneous conversation,
make comparisons with partner,
identify commonalities

Presentational Task
Write letter of application

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Helena Curtain advises that our context for teaching be:
- Cognitively engaging

- Intrinsically interesting

- Culturally connected

Add:
- Communicatively purposeful

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Create a Context for Your Unit

- Identify a topic area
- Brainstorm content elements
- Create essential questions
- Focus for real-life, authentic application

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Fine tune your performance assessment tasks:

What kind of language would students produce by doing what is requested in the performance assessment?

Am I pulling out of my students the language sample I need to see?

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Assessing the Interpretive Mode

Words
Ideas • •
Context Clues
Inferences

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Your Health- Presentational Mode

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Assessing the Interpersonal Mode

How can you capture the spontaneous exchange of information and ideas?

How do you provide opportunities for students to practice such a performance?

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Integrated Performance Assessment
Elementary Grades: Community Workers

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Integrated Performance Assessment
Middle School: Interests and Careers

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Thematic Performance Assessment

Senior High: Preparing for International Careers

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Evaluate Your Assessments Tasks and Rubrics

1. Sufficient language sample
2. Motivation and engagement
3. Not dependent on vocabulary or content knowledge
4. True evaluation of interpretive strategies
5. Rubric focuses on quality, not quantity

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Implications for Your Teaching

Share changes to assessment you want to implement in your next teaching unit

Identify one change in your teaching you want to try in your next unit

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Benefits to using thematic performance assessments

Provides a way to document and show progress

Creates common goals and expectations

Focuses instruction at all levels

Builds in spiral development and continuous progress (articulation)

"Teaching to the test" at its most beneficial

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Discover Languages

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