

# **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



# 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



# IPA Project: Pilot Sites

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



# Traditional planning design:

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



# Designing backwards:

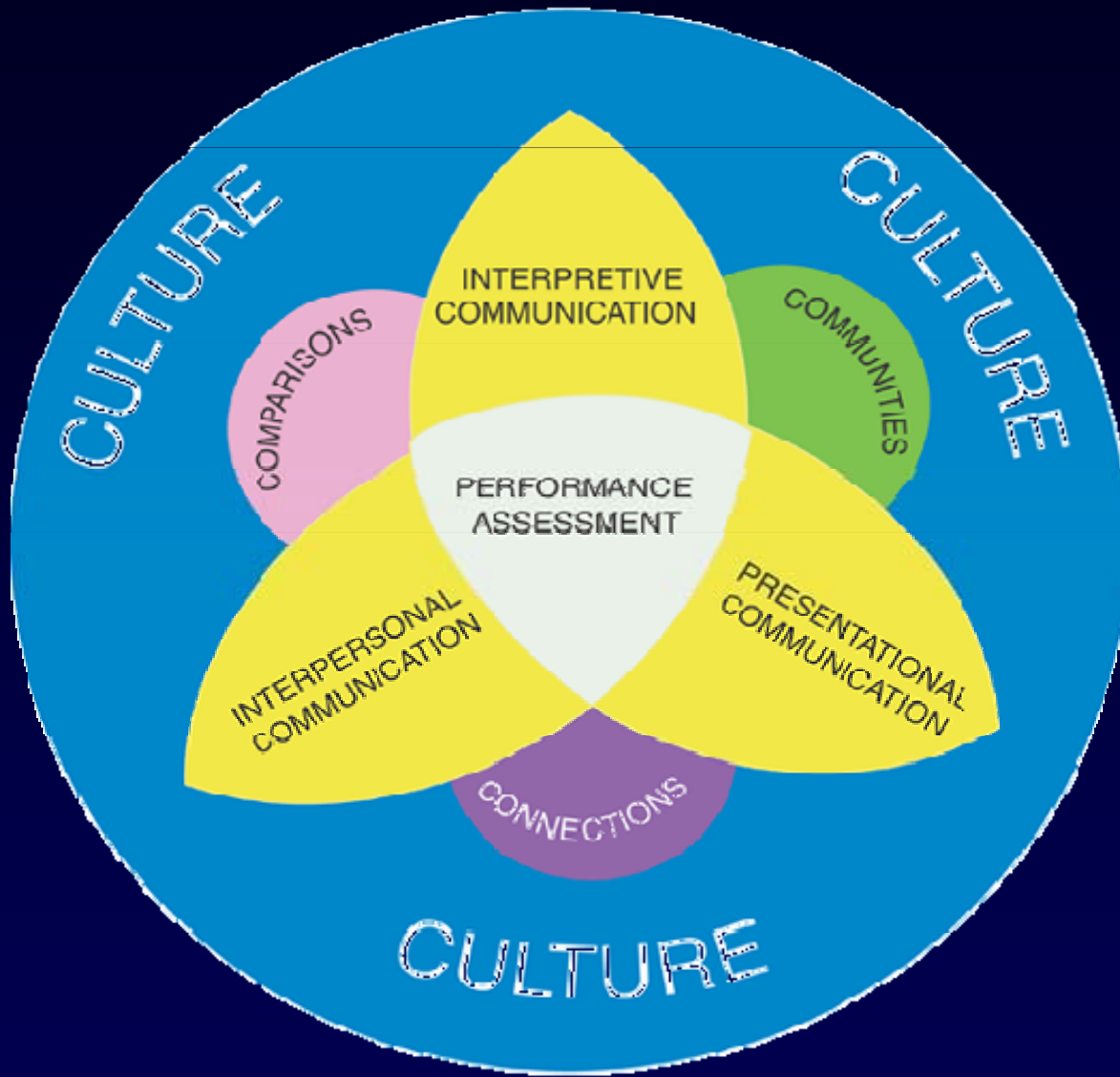
1. start with the ends (performance goals)
2. envision activities to lead students to success
3. select the means (language elements)



# IPA: Characteristics

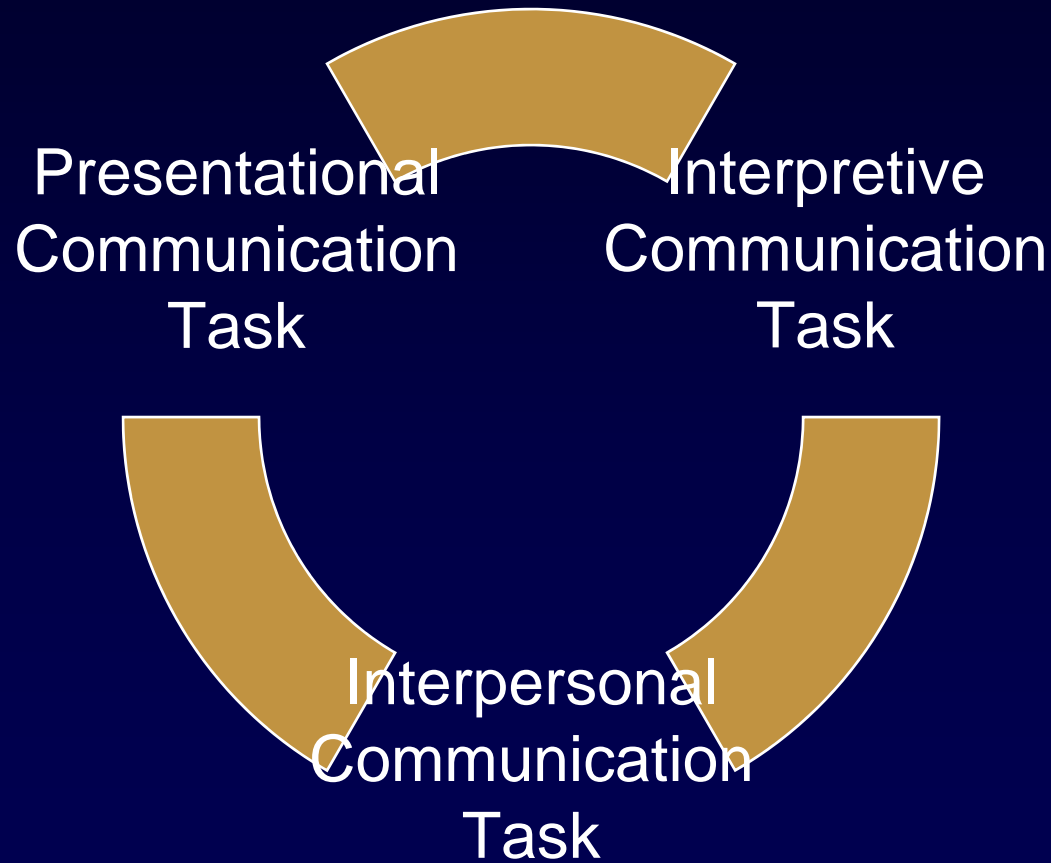
- **Authentic**
- **Performance-based**
- **Based on the 3 modes of communication**
- **Integrated**
- **Illustrate developmental progress (according to ACTFL Performance Guidelines for K-12 Learners)**
- **Blend with classroom instruction and experiences**







# Integrated Performance Assessment Cycle



# 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



**Helena Curtain advises that our **context** for teaching be:**

- **Cognitively engaging**
- **Intrinsically interesting**
- **Culturally connected**

**Add:**

- **Communicatively purposeful**



# Create a Context for Your Unit

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



## **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?**



# Assessing the Interpretive Mode

**Words:** Select words that help you pull out the meaning

**Ideas:** Predict logical ideas

- Circle the ideas actually in the article
- Write the information given

**Context Clues:** Use growing sense of meaning to describe new phrases

**Inferences:** Use evidence in the article to tell something new



# Your Health- Presentational Mode

<b>Novice Level</b>		
Write a letter to nominate yourself as school's ambassador to your sister school	20 minutes	Aim for 100 words
<b>Intermediate Level</b>		
Write application letter to sports camp	30 minutes	Aim for 200 words
<b>Pre-Advanced (Int-High) Level</b>		
Write an article for your sister school's newspaper describing causes of stress/how to manage	40 minutes	Aim for 300 words



# 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?





# Integrated Performance Assessment

## Elementary Grades: Community Workers

Interpretive	Interpersonal	Presentational
Watch a video; match names and descriptions of businesses	Discuss how to make a tourist map for imaginary city	Prepare and present a commercial for jobs in the imaginary city



# Integrated Performance Assessment

## Middle School: Interests and Careers

Interpretive	Presentational	Interpersonal
Summarize similarities and differences with student in reading; tell how compatible you would be	Tell of your life and interests; explain future career, study, and travel	Discuss plans for high school, how courses will prepare you for future career plans



# Thematic Performance Assessment

## Senior High: Preparing for International Careers

Interpretive	Interpersonal	Presentational
Listen to guest speaker; discuss importance of language and cultural understanding in this career	Discuss pros and cons of various career choices	Write internship application letter



# 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



# 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



# 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



# Discover Languages

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