

Implementing the ACTFL Integrated Performance Assessment in the World Language Classroom

NOTE: The following are the learning objectives and agenda for a virtual workshop that is divided into **2 days**.

Virtual Workshop – Day #1

Learning Objectives:

Upon completion of this virtual workshop, participants will be able to:

- Explain the history and development of IPAs as a World-Readiness Standards (and ACTFL Proficiency Guidelines) assessment instrument.
- Situate the IPA in a backward design instructional framework.
- Describe the objectives, structure, and unique features of IPAs.
- Create an IPA: Initial steps (select the theme/context and level-appropriate authentic texts for an IPA).
- Design effective level-appropriate interpretive, interpersonal, and presentational IPA tasks.

Workshop Agenda: Day #1 (4 hours):

Section and Time	Focus Question and Content
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Focus Our Learning 15 min. Chat Box Reflection	Welcome! We will introduce ourselves (depending on how many participants are present), review the day's agenda and establish meeting norms (e.g., Chat Box reflections, Reflect & Interact in breakout rooms, handling of questions) Participants will be asked to type into the chat what they are most excited to explore in this workshop.
Section 1 History and development of IPAs 25 min. Reflect & Interact: Breakout Rooms Chat Box Reflection	Focus Question: How and why was the IPA developed? We will examine how IPAs were developed to provide a useful assessment of the goals of the World-Readiness Standards. We will reflect and interact about the inverted ACTFL Scale pyramid. (breakout rooms) Participants will be asked to type into the chat how communication was depicted in teaching before the standards were developed and why the change to the 3 modes of communication.
Section 2 Unique Features and Structure of the IPA 25 min. Chat Box Reflection	Focus Question: What are some unique features of IPAs and how are IPAs structured? We will explore the unique features of IPA, how it reflects high-leverage teaching practices, and builds on the stages of backward design. We will examine how IPAs are structured and serve as a link between instruction and assessment. Participants will be asked to type in the chat ways in which backward design differs from traditional unit and curriculum design.

Section 3

What Does the IPA Look Like?

40 min.

Chat Box Reflection

Focus Question:

What is the IPA Task Overview and how are interpretive, interpersonal, and presentational tasks structured?

We will examine a sample IPA of the interpretive, interpersonal and presentational components of the IPA cycle.

Participants will be asked to type in the chat the differences between IPAs and traditional methods of assessment.

15 min.

BREAK

Section 4

Creating an IPA: Initial Steps

45 min.

Chat Box Reflection

Focus Question:

How do I get started with creating an IPA?

We will discuss the initial steps in creating an IPA: identifying a theme and context, creating learning goals, and identifying appropriate texts.

Participants will be asked to type in the chat some other themes/contexts featured in their curriculum that would be a good basis for the IPA.

We will analyze features of authentic texts to determine if the texts would be appropriate for implementing in IPAs.

Participants will make a list of texts (printed, audio, video) that would work well in the IPA and will discuss reasons why shorter texts might not always be 'easier' for first- and second-year classes.

**Reflect & Interact:
Breakout Rooms**

Section 5

Designing effective level-appropriate Interpretive, Interpersonal, and Presentational IPA Tasks

55 min.

Chat Box Reflection

Reflect & Interact: Breakout Rooms

Focus Question:

How do we design effective interpretive, interpersonal, and presentational tasks?

We will examine the characteristics of effective IPA tasks.

Ask participants to type in the chat ways in which the IPA approach to interpretive communication differs from how they have taught listening and reading.

Participants will be asked to examine another IPA in the target language they teach (if possible), using the 2023 IPA Manual (Chapter 6), and analyze it for specific features.

Wrap-Up of Day 1

Chat Box Reflection

Task for Day 2

10 min.

Ask participants to type in the chat the most compelling take-away that they have from today's workshop.

Ask participants to bring a text that they can use as the basis for an IPA that they will design tomorrow.

10 min.

Q/A

Virtual Workshop – Day 2

Learning Objectives:

Upon completion of this virtual workshop, participants will be able to:

- Create an IPA using backward design.
- Use performance rubrics to assess interpretive, interpersonal and presentational communication in IPAs.
- Describe the structure and characteristics of co-constructed feedback sessions.
- Conduct classroom activities that prepare learners for the IPA.
- Strategize the implementation of IPAs in their classes and programs.

Workshop Agenda: Day #2 (4 hours):

Section and Time	Focus Question and Content
Focus Our Learning 10 min.	Welcome Back to Day #2 of the IPA Workshop! We will review the agenda, learning goals, and workshop norms.
Highlights from Day #1 10 min.	Focus Question: Why are IPAs considered to be authentic assessment tasks? We will discuss what makes IPAs <i>authentic</i> assessment tasks.

Section 6

Let's Create an IPA
Using Backward
Design

25 min.

Reflect & Interact:
Breakout Rooms

Focus Question:

How do I create an IPA using backward design?

Participants will engage in hands-on work to design an IPA around the authentic text that they selected and using backward design. (They could work in pairs or small groups in their breakout rooms.)

Section 7

Using Performance
Rubrics to Assess
Interpretive,
Interpersonal and
Presentational
Communication in
IPAs

50 min.

Chat Box Reflection

Focus Questions:

How do we use performance rubrics to assess interpretive, interpersonal, and presentational communication in IPAs?

We will analyze rubrics that assess interpretive, interpersonal, and presentational communication in IPAs.

Participants will be asked to type on the chat what they perceive the relationship to be between the Interpersonal and Presentational IPA rubrics and the ACTFL Proficiency Guidelines.

Section 8

Modeling and
Feedback in the IPA

45 min.

Reflect & Interact:
Breakout Rooms

Focus Question:

How are co-constructed feedback sessions designed to support learner reflection on their performance in the classroom?

We will examine the questions and other discourse features of co-constructed feedback sessions that facilitate learner reflection on their performance in the classroom.

Participants will work in small groups in breakout rooms to analyze the features of a co-constructed feedback session.

15 min.

BREAK

Section 9 Implementing the IPA with Learners—Annenberg Video 30 min. Chat Box Reflection	Focus Question: How do we implement the IPA with our learners? We will watch a 22-min. video that illustrates how one French teacher conducts the IPA with her learners. The video illustrates activities across the 3 modes, as well as use of rubrics and giving of feedback. We will ask participants to type in the chat one take-away they have after watching this French teacher implement an IPA with her learners.
Section 10 Conducting Classroom Activities that Prepare Learners for the IPA 15 min.	Focus Question: What types of classroom activities will prepare learners for the IPA?
Section 11 Consolidating Our Learning: Implementation of IPAs in World Language Classes and Programs 25 min. Reflect & Interact: Breakout Rooms	Focus Question: What have we learned today and how will we apply it in our language classrooms and programs? We will complete a reflection activity together to synthesize our learning and share critical takeaways and next steps. Participants will reflect on the workshop in terms of the strategies that they gained and are excited to share with a colleague, the first 3 action steps they can take, and any additional learning that they might need.
15 min.	Q&A Time