

Implementing the ACTFL Integrated Performance Assessment in the World Language Classroom

Full-Day In-Person Workshop

Learning Objectives:

Upon completion of this 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.
- 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:

Section and Time	Focus Question and Content
Focus Our Learning	Welcome!
15 min	We will introduce ourselves (depending on how many participants are present), review the day's agenda and establish meeting norms.
Reflection	Participants will share what they are most excited to explore in this workshop
Section 1	Focus Question:
History and development of IPAs	How and why was the IPA developed?
25 min	We will examine how IPAs were developed to provide a useful assessment of the goals of the World-Readiness Standards
Reflection	We will reflect and interact about the inverted ACTFL Scale pyramid.
Reflection	How was communication depicted in teaching before the Standards were developed? Why were the three modes of communication established?
Section 2	Focus Question:
Unique Features and Structure of the IPA	What are some unique features of IPAs and how are IPAs structured?
25 min	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.
Reflection	How does backward design differ from traditional unit and curriculum design?

Section 3 What Does the IPA Look Like? 40 min 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. What are some differences between IPAs and traditional methods of assessment?
15 min	BREAK
Section 4 Creating an IPA: Initial Steps 45 min Reflection 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 identify 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.
Section 5 Designing effective Level-appropriate Interpretive,	Focus Question: How do we design effective interpretive, interpersonal, and presentational tasks?

Interpersonal, and Presentational IPA Tasks 55 min Reflection:	We will examine the characteristics of effective IPA tasks. How does the IPA approach to interpretive communication differ from how you have taught listening and reading? Participants will examine another IPA in the target language they teach (if possible), using the 2023 IPA Manual (Chapter 6), and analyze it for specific features.
Section 6 Let's Create create an IPA Using Backward Design 30 min	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.)
45 min	LUNCH BREAK
Section 6 (cont'd) 35 min	
Section 7 Using Performance Rubrics to Evaluate Interpretive, Interpersonal and Presentational Communication in IPAs	Focus Question: How do we use rubrics to evaluate interpretive, interpersonal, and presentational communication in IPAs? We will analyze rubrics that assess interpretive, interpersonal, and presentational communication in IPAs.

50 min	
Reflection	Participants will reflect on the relationship between the Interpersonal and Presentational rubrics and the ACTFL Proficiency Guidelines.
Section 8	Focus Question:
Modeling and Feedback in the IPA	How are co-constructed feedback sessions designed to support learner reflection on their performance in the classroom?
45 min	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 to analyze the features of a co-constructed feedback session.
15 min	BREAK
Section 9	Focus Question:
Implementing the IPA with Learners (Annenberg Video)	How do we implement the IPA with our learners?
30 min	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.
Reflection	Participants will mention at least 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 Reflection	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. We will look at resources that are available to support the use of IPAs. 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