

Implementing Integrated Performance Assessments

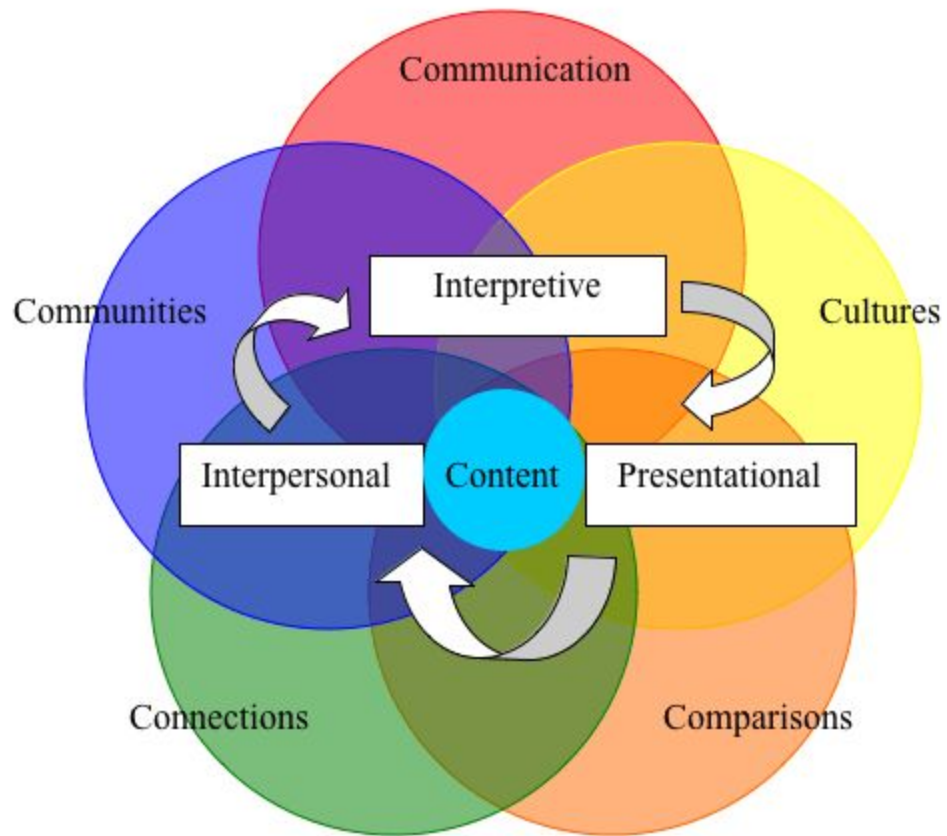
Link to Presentation:

<http://tinyurl.com/coltipapresentation>

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Presentational Mode

“The real goal of classroom assessment is to improve student performance, not merely to audit it.” -Sousa and Tomlinson (2011)



Presentational Basics

Creation of messages to inform, explain, persuade, or narrate

One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists

To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture

Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

Levels of Presentational Mode

A NOVICE range student: Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.

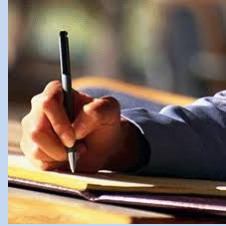
An INTERMEDIATE range student: Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.

An ADVANCED range student: Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.

Presentational Mode: Characteristics

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- One-way communication
- Attention to audience
- Edited, practiced, polished
- *On-demand considerations



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Presentational Range of Performance

	NOVICE RANGE	INTERMEDIATE RANGE	ADVANCED RANGE
OVERVIEW	<ul style="list-style-type: none"> • Very familiar topics • Variety of words, phrases, simple sentences and questions • Communicates information that is practiced and memorized 	<ul style="list-style-type: none"> • Familiar topics • Sentences, series of sentences • Expresses own thoughts and communicates information 	<ul style="list-style-type: none"> • Communicates information and expresses self on familiar and some new concrete topics • Paragraph-length narration with detail and organization
	<ul style="list-style-type: none"> • Produces words and phrases and highly practiced sentences or formulaic questions 	<ul style="list-style-type: none"> • Produces sentences, series of sentences, and some connected sentences 	<ul style="list-style-type: none"> • Produces full paragraphs that are organized and detailed
FUNCTIONS	<ul style="list-style-type: none"> • Produces words, lists, notes, and formulaic language 	<ul style="list-style-type: none"> • Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time 	<ul style="list-style-type: none"> • Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics

Presentation Qualities of Performance

	NOVICE RANGE	INTERMEDIATE RANGE	ADVANCED RANGE
LANGUAGE CONTROL	Produces memorized language sufficiently to be appropriate to the context; with practice, polish, or editing, may show emerging evidence of intermediate-level language control	Control of language is sufficient to be understood by audience accustomed to language produced by language learners; with practice, polish, or editing, may show emerging evidence of advanced level language control	Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners; with practice, polish, or editing, may show emerging evidence of superior-level language control of grammar and syntax
VOCABULARY	Produces high frequency words and formulaic expressions; uses limited vocabulary on familiar topics.	Produces vocabulary on variety of vocabulary on topics that have been studied	Produces a broad range of vocabulary related to areas of study or expertise
COMMUNICATION STRATEGIES	<ul style="list-style-type: none"> • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers, visuals, notes • Rely on multiple drafts and practice sessions with feedback 	<ul style="list-style-type: none"> • Show an increasing awareness of errors and able to self-correct or edit • Uses phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer • Use reference resources as appropriate 	<ul style="list-style-type: none"> • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, antonyms • Use cohesion, chronology and details to explain or narrate fully • Circumlocute
CULTURAL AWARENESS	May use some culturally appropriate gestures, formulaic expressions, and basic writing conventions	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.	Uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.

PRESENTATIONAL

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.
Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

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Criteria for Presentational Mode

- Language control
 - Pronunciation
 - Spelling
 - Grammatical Structures
 - Sentence structure
 - Time
- Organization
 - Beginning, middle, end
 - Paragraphs
 - Opening “hook”
- Interest/impact
 - Attention to audience
 - Content (choice, accuracy)
 - Interest
- Vocabulary
 - Correct choice of words
 - Idioms
 - Variety
- Visual support
 - Organized
 - Enhances understanding

Non-negotiables

On demand

Presentation Speaking Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
Am I understood?	I am easily understood; I express my ideas clearly	I am generally understood and my ideas are clear	I am sometimes difficult to understand; most ideas are clear
How rich is my vocabulary?	I use a wide variety of vocabulary, incorporating several new expressions from the unit	I use some variety in vocabulary choice , incorporating some expressions from the unit	I use basic vocabulary with limited inclusion of expressions from the unit
Is my presentation interesting?	I am able to engage my audience with visuals, interesting and accurate content, and good attention to audience	I am able to engage my audience with visuals, accurate content, and some attention to audience reactions	I use visuals to engage the audience ; my content is accurate.
How smooth is my presentation?	My presentation is well-organized; I speak with fluency and confidence	My presentation is logical; I speak with occasional pauses to think of words	I presented my topic; I speak with pauses and some uncertainty
How are knowledge and understanding of the target culture evident?	I link cultural products with practices and perspectives in my presentation	I include cultural products, practices, and perspectives without consistently linking them to each other	I include cultural products or practices in my presentation

Presentational Writing Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
Am I understood? (Domain: Language Control)	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with the message.	My writing is generally understood; the reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message.	My writing is generally understood; the reader has to reread the text to understand. Errors occur and do cause occasional confusion for the reader.
How rich is my vocabulary? (Domain: Vocabulary)	I use a wide variety of familiar vocabulary correctly, and appropriately incorporate several new expressions related to the current unit of study.	I use a variety of familiar vocabulary correctly and appropriately, and incorporate some new expressions related to the current unit of study.	I use very familiar vocabulary correctly; I may use a few new expressions related to the current unit of study.
How organized is my writing? (Domain: Text Type)	My ideas are presented in a very organized and logical manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a logical manner. My sentences include some details, and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.
How are knowledge and understanding of the target culture represented? (Domain: Cultural Awareness)	Comparisons between French and American culture are detailed and accurate. Information about the French culture is accurately presented. Multiple valid sources for the information are accurately documented.	Comparisons between French and American culture are accurate. Information about the French culture is accurately presented. Sources for the information are valid, including generally correct documentation.	Comparisons between the French and American culture are incomplete. Information about the target culture is presented and is generally correct. Sources for the information may not all be valid or accurately documented.

Presentation Rubric: Writing

	Outstanding Performance	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
IDEAS & CONTENT	Communicates ideas in a well-organized paragraph or sequence of paragraphs with a clear beginning, middle, and conclusion; relevant details and descriptions sustain the reader's interest; factual information is accurate	Communicates ideas in a well-organized paragraph or sequence of paragraphs with a clear beginning, middle, and conclusion; details and descriptions are included that help maintain the reader's interest; factual information is accurate	Communicates ideas in a series of sentences; details and descriptions are short and simple; factual information is accurate but may be incomplete	Communicates ideas in short, simple sentences that may be repetitive in pattern; details and descriptions are limited/incomplete; factual information may contain errors and/or be incomplete
VOICE	Voice is appropriate for the purpose and audience; there is evidence of emotion: humor, honesty, suspense, sincerity	Voice is appropriate for the purpose and audience; there is some evidence of emotion: humor, honesty, suspense, sincerity	Voice may be inappropriate for the purpose and/or audience; the writing seems mechanical, lacking emotion	Voice is inappropriate for the purpose and audience; the writing is lifeless
WORD CHOICE	Uses a variety of carefully chosen vocabulary to effectively communicate ideas; choice of words is appropriate to the context, audience	Uses a variety of vocabulary to effectively communicate ideas; choice of words is appropriate to the context, audience	Uses familiar vocabulary that may be repetitive; may make word choice may be inaccurate or inappropriate to the context, audience; may use English occasionally	Vocabulary is basic and repetitive; word choices are inaccurate and/or inappropriate to the context, audience; uses English often
CONTROL OF TIME	Uses correct verb and form consistently to clearly communicate the writer's intentions	Uses correct verb and form most of the time; errors do not interfere with communication of the writer's intentions	Has difficulty using the correct verb and/or form consistently; at times this makes communication of the writer's intentions difficult to follow	Verbs and forms are not used correctly making communication of the writer's intentions very difficult to follow
LANGUAGE STRUCTURES	Contains few errors in grammar; these errors do not interfere with comprehension	Contains errors in grammar; these errors may occasionally interfere with comprehension	Contains errors in grammar that make comprehension difficult	Contains many errors in grammar that make comprehension very difficult
CONVENTIONS	Effective use of capitalization, punctuation, spelling	Contains minor errors in capitalization, and/or punctuation, and/or spelling that do not interfere with comprehension	Contains many errors in capitalization, and/or punctuation, and/or spelling that make comprehension difficult	Contains many errors in capitalization, and/or punctuation, and/or spelling that make comprehension very difficult

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Presentation Rubric - Speaking

	APPROACHING STANDARD	MEETS STANDARD	ABOVE STANDARD
Choice of content		<p>Selects information and ideas that are appropriate for the purpose of the presentation.</p> <p>Information is accurate.</p> <p>Anticipates vocabulary that audience may not know, and provides explanation.</p>	
Cultural Understanding		Includes logical explanation of cultural elements and/or comparisons.	
Explanation of Ideas and Information		Presents information and supporting details clearly, concisely, and logically: audience can easily follow the sequence of ideas.	
Organization		<p>Meets all requirements for what should be included in the presentation.</p> <p>Has an interesting beginning to the presentation.</p> <p>Has a conclusion that leaves a lasting impression.</p> <p>Time/length is used appropriately.</p>	
Stage presence		<p>Keeps eye contact with the audience; glances at notes as a reminder.</p> <p>Looks poised and confident.</p> <p>Wears appropriate clothing for the presentation.</p>	
Fluency		<p>Speaks clearly: not too quickly or slowly or too loudly or softly.</p> <p>Pronunciation and intonation make presentation easy to understand.</p>	
Visual support		<p>Uses audio and visual aids to help audience understand the presentation.</p> <p>Integrates audio and visual aids smoothly.</p>	
Response to audience questions		<p>Answers questions clearly and completely.</p> <p>Admits "I don't know" if need arises, and suggests possible places to find the answer.</p>	

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Presentational Activities - Speaking

Should be entirely memorized, no notes

Oral presentation - to small groups or large

Show and Tell

A rehearsed dialogue or skit (NOT interpersonal!)

Prepared interview questions

Recorded or Videotaped speaking portion

Presentational Activities - Writing

No notes or resources:

Create a travel brochure

Create a questionnaire - a peer responds to it, then it becomes interpersonal

Formal written essay - then post-corrections, students edit, reflect, write final draft

Poster

Authentic Tasks: Presentational Mode

Inform/Explain

- Fact sheet, infographic
- News article, broadcast
- Feature article, interview
- Newspaper, magazine
- Blog
- Website
- Poster
- Postcard, letter, email
- Invitation, event announcement
- Agenda
- Research report
- Nonfiction book
- How-to demonstration, pamphlet, directions
- Brochure, flyer
- Recipe, menu
- Science experiment, lab report

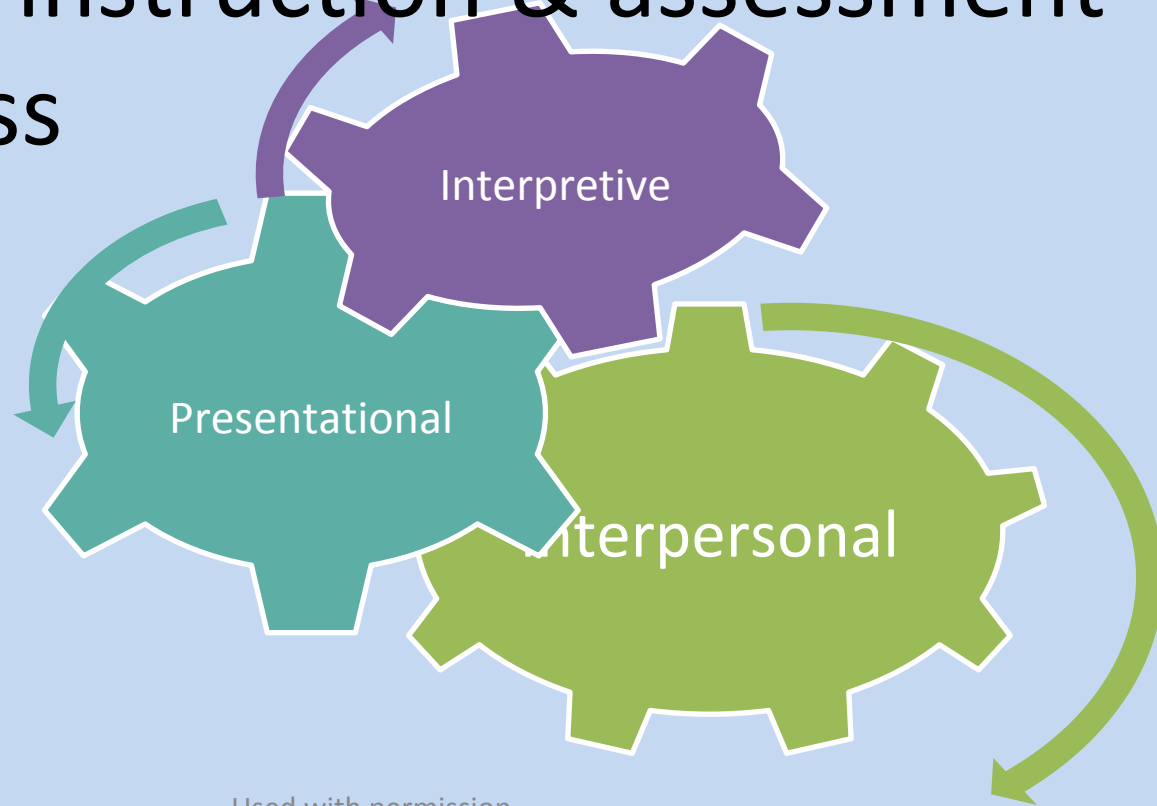
Persuade

- Persuasive essay, letter, speech
- Review of a book, movie, song
- Personal essay
- Literary essay
- Historical essay
- Petition
- Editorial
- Op-ed column
- Sales presentation
- Ad campaign, advertisement
- Job interview
- Debate

Narrate

- Personal narrative
- Story
- Poem
- Song
- Play
- Skit
- Historical fiction
- Legend
- Fantasy
- Narrative memoir
- Biography
- Narrative nonfiction

Making instruction & assessment seamless



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Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. This standard focuses on interpersonal (two-way) communication, including listening and speaking, in a conversation as well as in exchanging communication through signs or gestures, and text messages. Students can learn oral, written, and non-verbal communication skills from the very beginning that permit them to interact with each other and to focus primarily on the messages conveyed. Learners who only focus on accuracy often remain in the Novice range because they may rarely stretch to create with language or move beyond purely memorized phrases. During the course of study, learners need to practice these skills in a variety of forms and contexts so that their interactions occur in an increasingly accurate and comprehensible manner.

From Draft, *New ACTFL Standards for Classics* (2016)

PERFORMANCE IN INTERPERSONAL MODE

The Performance Descriptors describe the range of performance that is in an instructional setting. The performance is described in three levels: Novice, Intermediate, Advanced, and Superior. The Performance Descriptors' statements offer a summary of what the learner at that range can do well. Learners in the Novice range of the Interpersonal Mode are good at engaging in conversations using formulaic, memorized, and practiced phrases and sentences. To move to the Intermediate range and beyond, instructors need to provide support for and practice in demonstrating what learners in more advanced ranges can do well. They often assume more responsibility in keeping the conversation going and communicating the purpose behind the conversation.

From ACTFL Performance Descriptors for Language Learners (2012)

LEVELS OF INTERPERSONAL MODE

A NOVICE range student: Engages in conversations on very familiar topics using words, phrases, or simple sentences that have been highly practiced and memorized and often uses signs and gestures to communicate.

An INTERMEDIATE range student: Engages in conversations on familiar topics using sentences that blend prescribed and original responses and handles short social interactions by asking and answering a variety of questions.

An ADVANCED range student: Engages in an extended conversation on familiar topics and on new concrete textual, social, and academic topics

A SUPERIOR range student: Engages in an extended conversation with fluency and accuracy in formal and informal settings and can form structured arguments and develop hypotheses on both concrete and abstract topics.

Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Not yet 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no complete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

INTERPERSONAL BASICS

- Not Known Responses or Lexical Chains
 - Memorized responses: Presentational
- interaction and negotiation of meaning
 - Students demonstrates that they understand question
- talk that increases in fluency, accuracy, and complexity over time
 - Interpersonal increases as vocabulary and background information increases

Interpersonal communication is...	Interpersonal communication is not...
1. Two-way, spontaneous interaction.	1. Memorized dialogue or one person asking all the questions.
2. Monitoring your partner's comprehension, following-up, reacting and maintaining the conversation.	2. Strict turn-taking or ignoring your partner's comprehension.
3. Indicating interest through body language and eye contact.	3. Ignoring your partner in order to say something.
4. Focusing on the message and asking for clarification if needed.	4. Giving up if you don't understand.

INTERPERSONAL ACTIVITIES: GROUPINGS

Working with random partners

- inner/outer circle
- rotating lines
- four corners

Eg.

Likes and dislikes for each person, then switching partners, then presentational describing the other person's likes and dislikes

INTERPERSONAL ACTIVITIES QUESTIONS

What do you need?

What do you want?

What do you prefer?

What do you not want?

What do you want to do?

Who do you think is better and why?

Opinion: agreeing or disagreeing and saying why?

(Who,? What? When? Where? Why? How?)

EXAMPLES OF INTERPERSONAL ACTIVITIES

Think-Write-Pair-Share

- Give prompt
- Give two minutes to think and write

Eg. Suggestions of places to visit in city. Come to an agreement on 3 you want to visit, giving a choice. You may have to compromise.

EXAMPLES OF INTERPERSONAL ACTIVITIES

Convivium (Dinner Party)

- Do you agree/disagree?
- Who/what is better and why?
- What do you like/dislike?
- What are you doing?
- What do you prefer to do?
- What should we do and why?
- How do you feel?

Name _____

Dates: #1 _____ #2 _____ #3 _____

Interm. Mid (Advanced)	You use a wide range of words and phrases to give details. You string together compound, original sentences to describe and explain, and your speech is accurate.
Interm. Low (Proficient)	You use a variety of words and phrases and give details. You can combine words and phrases to create original sentences. Everything that you say is comprehensible.
Novice High (Developing)	You use familiar words and phrases and elaborate a little. You use phrases and short, simple sentences to provide basic information. Your speech is mostly comprehensible.
Novice Mid (Emerging)	You use a limited number of words and phrases, but they are repetitive. You use words, phrases, and occasional sentences to provide basic information. Your speech is frequently incomprehensible.
Novice Low (Beginning)	You use a small number of repetitive words and phrases. You use some simple words to provide basic information. Your speech is understood only with great effort.

Interpretive Mode

- Interpretation of what the author, speaker, or producer wants the receiver of the message to understand
- **One-way communication** with **no recourse to the active negotiation of meaning** with the writer, speaker, or producer
- Interpretation differs from comprehension and translation in that **interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective**
- Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials

From *ACTFL Performance Descriptors for Language Learners* (2012)

Interpretive Tasks Comprehension Guide

Literal Comprehension Tasks include:

- Key word recognition
- Main idea detection
- Supporting detail detection

Interpretive Comprehension Tasks include:

- Organization
- Meaning from context
- Inferences
- Author's perspective
- Cultural Perspective

Levels of the Interpretive Mode

A NOVICE range student: Understands words, phrases, and formulaic language that has been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.

An INTERMEDIATE range student: Understands main ideas and some supporting details on familiar topics from a variety of texts.

An ADVANCED range student: Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.

Interpretive Tasks Template: ACTFL Appendix D

Interpretive Tasks Template

Interpretive Tasks Rubric: ACTFL Appendix E

[Interpretive Tasks Rubric](#)

Interpretive Reading Task Example: Spanish

La Gripe y El Resfriado

Interpretive Reading Task Example: French

Échange de maisons

Building Interpretive Listening Skills

- Use music, podcasts, tv commercials, YouTube videos
- Break the conversations into chunks
 - Cloze activities, summary, discussion
- Provide visuals, especially at the novice level
- Checklists of words they hear
- Write down 4-5 words they already know
- Have students record each other

Resources for Interpretive Listening Tasks

- [Audio Lingua](#)
- [BBC French](#)
- [BBC Spanish](#)
- [Spanish proficiency exercises, University of Texas](#)
- [TV5 Monde Enseigner](#)
- [News in Slow Spanish](#)
- [News in Slow French](#)

Resources for Interpretive Reading Tasks

- [1 Jour, 1 Actu](#) (also a wonderful resource for listening tasks)
- [Newsela](#)
 - Articles in Spanish and English
 - Can adjust the lexile level of articles for different levels of comprehension
- [Infografiando](#)
- [Visual.ly](#)
- [El Mundo](#), one of Spain's best-known newspapers, has an infographic collection in a wide variety of topics
- [Azteca Noticias](#)

Bonus resource from CT-LILL

- Thomas Sauer's presentation to CT-LILL about interpretive tasks:
 - [Video](#)
 - [Presentation](#)

Sharing

Do you have any resources or activities to share? Please share them on the documents below:

[Presentational Resources and Activities](#)

[Interpersonal Resources and Activities](#)

[Interpretive Resources and Activities](#)

Questions? Contact Us!

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