



Webinar 2


Enacting Performance Assessment through Project-Based Language Learning



Overarching question

In what ways do
Performance
Assessments and
HQPBL intersect to
provide compelling
outcomes for learners?





From Performance
Assessment to

Integrated
Performance
Assessment

Introducing our guests

Alegría Ribadeneira



Catherine Ousselin



What is an IPA?

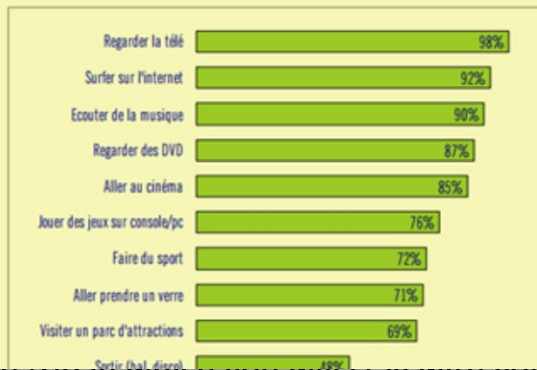
Automne 2016 (Français 1)

After corresponding with your penpals in France for so long, you decide to travel to France to meet them.

Task 1 (interpretive listening) In preparation for the trip in which you will stay with your French pen pals, they have recorded introductions of themselves talking about their favorite activities. Listen carefully to their introductions and after each introduction, respond to all questions in English.

Now that you have learned about French teenagers' free-time activities and heard what your pen pals like to do, you have decided to respond by sending them a presentation about yourself and your favorite activities so that they can get to know you better before you arrive for your visit. You may use any tools you like to create your response. You will provide a link to your response in a google form(the link to the form is in Schoology). It is your responsibility to ensure that your presentation is "public" and viewable before you share it in the google form. Share as much as you can about yourself using words and phrases we know and understand. You can still access the audio for the presentations the French students sent us to remind you of some of the things you might share. It is in Schoology.

Les loisirs



➤ Quelles activités pratiques-tu?

- Une grande majorité des jeunes de 10 à 17 ans regarde la télé, va sur l'internet, écoute de la musique, regarde des DVD et va au cinéma. Plus de trois quarts des jeunes jouent sur console ou pc (63% en 2008). Les multimédias jouent un rôle important dans les loisirs des jeunes.
- Près des ¾ des jeunes pratiquent un sport (72%); 71% vont prendre un verre et 69% visitent un parc d'attractions.
- Près de la moitié des jeunes font des sorties et une



INTEGRATED PERFORMANCE ASSESSMENT



Interpretive Listening
Cause & effects
of tourist behaviors



Interpersonal Speaking
Discuss causes, effects
and impacts of tourism



Interpretive Reading
Differences between
typical tourists &
thoughtful travelers



Presentational Writing
Take a stand: Promote
responsible tourism in an
area of your choice.

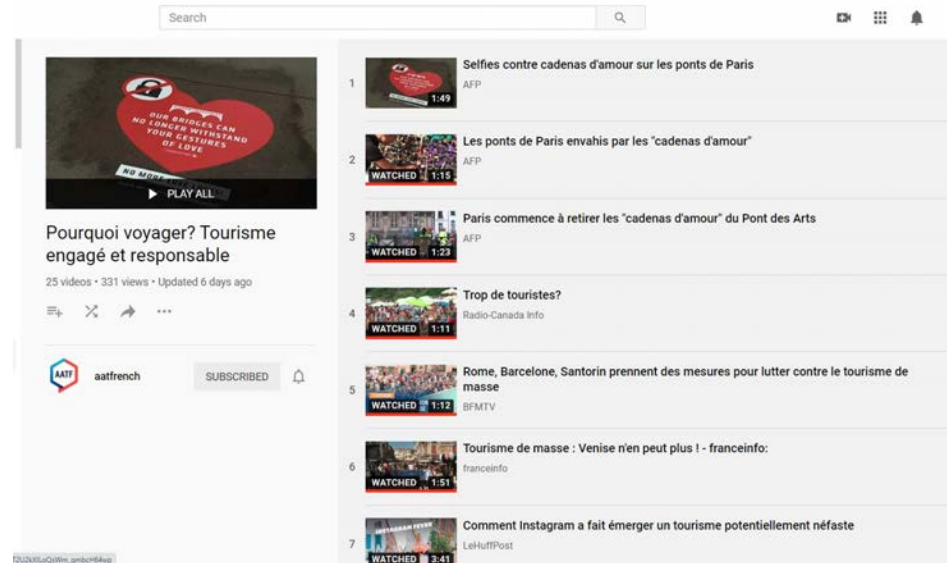
Vidéo #1: (2014) Selfies contre cadenas d'amour sur les ponts de Paris

Tu vas regarder une vidéo au sujet des cadenas (padlocks) d'amour accrochés sur le Pont des Arts à Paris. Ces cadenas pesaient (were weighing down) le pont et la situation était dangereuse pour le pont qui risquait de s'effondrer (collapse). En 2015, la ville de Paris a commencé une campagne publicitaire pour arrêter (stop) l'accrochage des cadenas. Ecoute la vidéo plusieurs fois (several times) et réponds aux questions.

Selfies contre cadenas d'amour sur les ponts de Paris



Interpretive Listening: YouTube Playlist Google Form | EdPuzzle



Interpretive Reading: Choose your own IPA!

Differences between tourists and travelers



Les 16 qualités que le voyage développe

En te servant de ce blog: <https://thetravellinside.com/2017/04/les-16-qualites-que-le-voyage-developpe/> répons aux questions en français ou en anglais selon (according to) les consignes (directions)

Reading options

- 16 qualities that travel develops (most advanced)
- Why travel? (mid level)
- 12 differences between travelers & tourists (average level)

Section 3: Type de discours | Text type (Organizational features) How is this text organized? Choose all that apply.



Section 3a: How is this text organized? Choose all that apply. *

- ☐ Storytelling
- ☐ Pros and cons
- ☐ Informational
- ☐ Biography/Autobiography
- ☐ Compare/Contrast
- ☐ Personal narrative

Section 5: Comparer les perspectives culturelles | Comparing Cultural Perspectives



In English: Section 5a: How the does the information in the text relate to YOUR perspectives and beliefs about travel? Compare and contrast yourself to the author with examples from the text. *

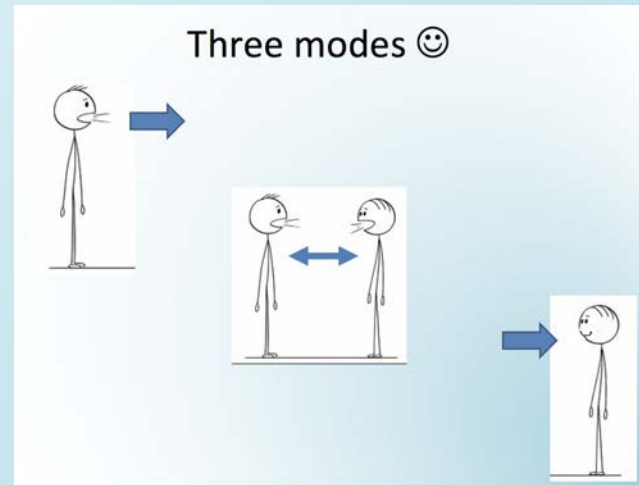
Your answer

Section 5b: In your opinion, what similarities and/or differences do you see from your community's and this Francophone author's beliefs on travel? *

Interpersonal Speaking:

Discussing impacts of overtourism





What is



?



**INTELLECTUAL CHALLENGE
AND ACCOMPLISHMENT**



AUTHENTICITY



PUBLIC PRODUCT



COLLABORATION



PROJECT MANAGEMENT



REFLECTION

Les avantages et inconvénients du tourisme



Picture Prompts & Unit Hooks:









Plan your route... Plan your restroom stops.

Fecal matters! Poop Smart to keep our fields safe for crops and our waters safe for swimming.

We get it. Most rural areas don't have bathrooms nearby when you need one. But fields where we grow food and flowers is NOT the place. So plan ahead.

One person's poop can contaminate 4.75 million cups of water. All it takes is one rainstorm to wash it into our ditches, streams, and beaches.

When you do the right thing, you help keep fields clean for growing food, and beaches clean for swimming and shellfish harvesting.



Poop Smart

www.poopsmart.org



This project has been funded wholly or in part by the United States Environmental Protection Agency under assistance agreement PC01J18001-0 to the Washington Department of Health. The contents of this document do not necessarily reflect the views and policies of the Environmental Protection Agency, nor does mention of trade names or commercial products constitute endorsement or recommendation for use.

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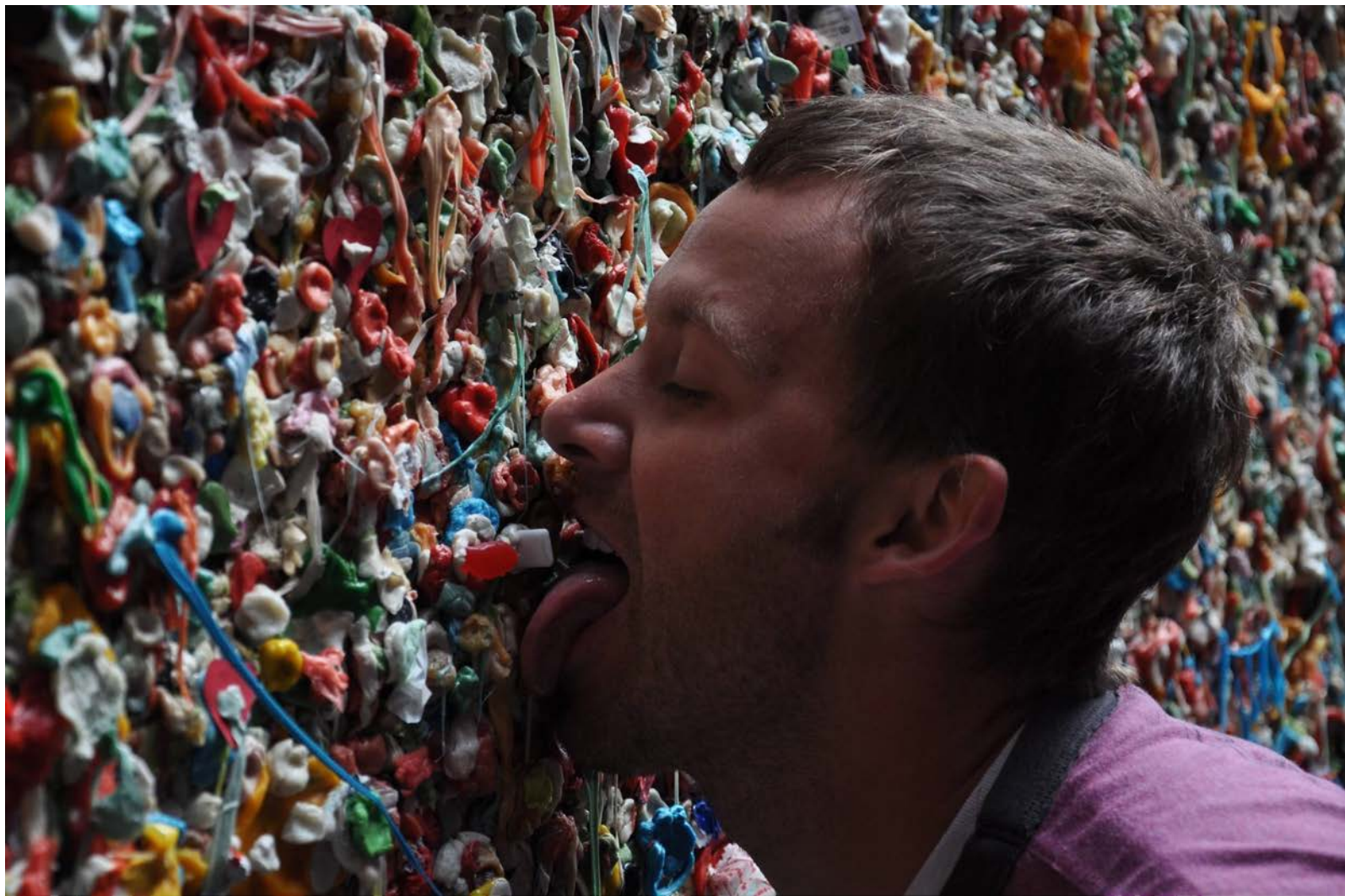
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FR

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OUR BRIDGES CAN NO LONGER
WITHSTAND YOUR GESTURES OF
LOVE, SET THEM FREE BY
DECLARING YOUR LOVE WITH



#LOVEWITHOUTLOCKS

A large crowd of tourists is gathered on the steps of the Trevi Fountain in Rome. The fountain's water is visible in the bottom right corner. In the background, there are shops with signs like "UNITED COLORS OF BENETTON", "BENY", "HOTEL PORTA", and "GIORGIO ARMANI".

**BFM
TV**

TOURISME

CES LIEUX QUI SANCTIONNENT LE TOURISME DE MASSE







AGIR POUR UN
TOURISME
RESPONSABLE

Nos questions essentielles



- Comment peut-on être voyageur.euse responsable et engagé.e ?
 - How can we be responsible and engaged travelers?
 - Can travel be a political act?
- En voyage, quelles sont mes responsabilités en tant que représentant.e de mon pays / ma culture?
 - When I travel, what are my responsibilities as a representative of my country/culture?
- Comment est-ce que les personnalités et perspectives forment les identités des voyageurs?
 - How do travelers' personalities & perspectives shape their identities as travelers?

I can express my preferences for travel and identify the countries that I would like to visit.

Writing / Speaking

I can describe the personality traits & behaviours of thoughtful tourists & typical tourists.

Writing / Speaking

I can understand videos, audio, & printed texts that describe travel, tourists & stereotypes of tourists.

Listening / Reading

I can navigate, evaluate, & use authentic resources in French for travelers.

Reading

Je peux parce que je suis capable!

I ask & answer questions to Francophones about travel & tourism in my community & around the world..

Speaking / Writing

I can present information about travel to a Francophone country that I'd like to visit.

Writing / Speaking

I can provide examples of positive and negative aspects of tourism in my community and around the world.

Intercultural competency

I can reflect on my opinions of travel as a political act & my role as an engaged & globally aware citizen.

Intercultural competency

Public Service Announcement - Food



PROYECTO 2: PRESENTACIÓN DE UN ALIMENTO Y SU NUTRICIÓN (Food Nutrition Video)

Students will create a 3-5-minute video where they will feature a food (natural or processed). They will give some background on the food (history, where it grows, etc.), talk about its nutritional qualities, talk about how it is typically eaten, and make an appeal to the public regarding eating or not eating it based on its nutrition. The students will load the videos in our class webpage, make a class presentation, and participate in a question and answer activity. Finally, they will write a reflection card.

Public announcement: Directions



PROYECTO 2: PRESENTACIÓN DE UN ALIMENTO Y SU NUTRICIÓN (Food Nutrition Video)

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The assignment will have the following components.

A. (10 pts)	Hojita de trabajo (worksheet): You will complete a worksheet that outlines the sections of your your video and serves as a guide for your video presentation.
B. (50 pts)	Video: You will create a 3-5-minute video that contains all the aspects and also follows all guidelines for a good video (see separate handout). The video will be graded in four areas: comprehension, content, organization and delivery. You will upload the video to YouTube and share the link on our Wakelet.
C. (15 pts)	Wakelet: You will create a Wakelet that will contain a picture of your food, text with some quick facts including recommendations for eating or not eating this food, your video, and a list of sources.
d. (20 pts)	Presentation with Q&A: For this activity you will have two roles: 1. Presenter: You will present your video in small groups and answer questions from your peers. 2. Listener: You will listen to the presentations, fill out a "good listener sheet" and write one question.
E. (5 pts)	Reflection Card: You will write a reflection card that summarizes your experience doing this project (150 word minimum)



WORK SCHEDULE:

MARTES

- Introduction to the project
- Pick a food

MIÉRCOLES - JUEVES, VIERNES, SÁBADO, DOMINGO, LUNES

- Access your worksheet
- Go online and gather information for your worksheet
- Fill out your worksheet

MARTES

- Bring your worksheet to class

MIÉRCOLES, JUEVES

- Bring your finished worksheet to class

VIERNES, SÁBADO, DOMINGO, LUNES

- Rehearse for your video
- Make your video
- Create your wakelet

MARTES

- Post your wakelet
- Present your wakelet and do Q&A
- Write your reflection card



HAVE FUN!

Project: Food Nutrition - Rubric

A- Hojita de trabajo / 10 Total points	
It is complete It displays 10 useful vocabulary words and their definitions	10
B- Video / 50 points total	
COMPREHENSION: Enunciated well, used appropriate vocabulary, did not use English or English structures, spoke with good volume, used appropriate grammar structures. CONTENT: Introduced him/herself, there was as introduction to the topic. there was a conclusion, provided details and background - all parts, used formal language, effective clincher/memorable statement. ORGANIZATION: Easy to follow, good transitions, logical sequence, timed right DELIVERY: Good eye contact with the camera, no excessive reading, enthusiastic / expressive, no fillers, variety in pitch, good posture / no distracting gestures, relaxed / not robotic, effective use of space - professional background, good visuals	50
C- Wakelet / 15 points total	
Structure: It contains all the parts required Comprehensibility: It is easy to understand (grammar, vocabulary, spelling) Presentation: It is visually appealing	15
D- Presentation Q&A / 20 points total	
The presentation was easy to understand, presented all parts, easy to follow, well delivered (no excessive reading, enthusiasm, good eye contact, no fillers) The answers were precise and comprehensible The good listener sheet was filled with pertinent understandable information The question asked was pertinent, well formed, well written	20
E- Reflection Card	
Reflection card has 100-200 words and it contains a thoughtful reflection of the experience.	5
OVERALL GRADE	___ / 100

Working on the projects



Comida y Sociedad

Un sitio para celebrar y explorar la importancia de la comida en nuestras vidas

Se recomienda utilizar el navegador de Google, Mozilla o Safari para una mejor experiencia



PERFIL ALIMENTARIO DE PAÍSES
HISPANOHABLANTES



¿LO DEBO COMER? -- EL VALOR
NUTRITIVO DE LOS ALIMENTOS



IDENTIDAD ALIMENTARIA - LOS
ALIMENTOS DE NUESTRAS
VIDAS



NUESTRO LIBRO DE COCINA -
RECETAS PARA RECORDAR




GUÍA DE NEGOCIOS HISPANOS
DEL SUR DE COLORADO



CUENTOS PARA NIÑOS CON
TEMAS DE COMIDA Y BUENAS
LECCIONES

Created by Janet Calzadillas • Follow



El tomate y la nutrición

4 items


Por Janet Calzadillas Chavez

Tres datos interesantes del tomate:


1. Los mexicas o aztecas lo conocían como xichtomatl, fruto con ombligo.
2. Los aztecas creían que el tomate era venenoso porque se parecía a la planta belladona y sus efectos indeseados.
3. El tomate es un tratamiento para el acné y los puntos negros por la acidez que contiene.

¿Los debemos comer?

- El tomate es una fruta muy recomendable y encaja a la perfección en las dietas de control de peso. Gracias a las pocas calorías que aporta y la gran cantidad de agua que contiene nos ayuda a estar bien hidratados. Como el tomate es una fruta es




El tomate y la nutrición: ¿Porque el tomate no toma cafe. ¡Porque toma té!

 youtube

Uploaded by Janet Calzadillas on 2020-02-03.

Created by Paola Ibarra Mendez • Follow



GUAYABA

Las guayabas y la nutrición

5 items


Tres datos interesantes de la guayaba :

1. La historia registra que los indígenas seminolas cultivaban guayabos en el norte de Florida en 1816.
2. La guayaba es una de las frutas que se encuentra disponible todo el año en el mercado mexicano ya que es cultivada por modalidad de riego y de temporal.
3. Esta fruta aporta siete veces más vitamina C que la naranja o el limón.


¿La debemos comer? :

Se puede consumir a diario. El consumo diario de las guayabas tiene muchos beneficios saludables.

¡Come guayabas todos los días para mantener un mejor bienestar de tu cuerpo!



La guayaba : Come guayabas todos los días para mantener un mejor bienestar de su cuerpo

 youtube

Sources :

<https://www.ecoagricultor.com/propiedades-nutricionales-guayaba/>

<http://calenoticias.mx/siete-datos-sobre-la-guayaba-que-te-sorprenderan>

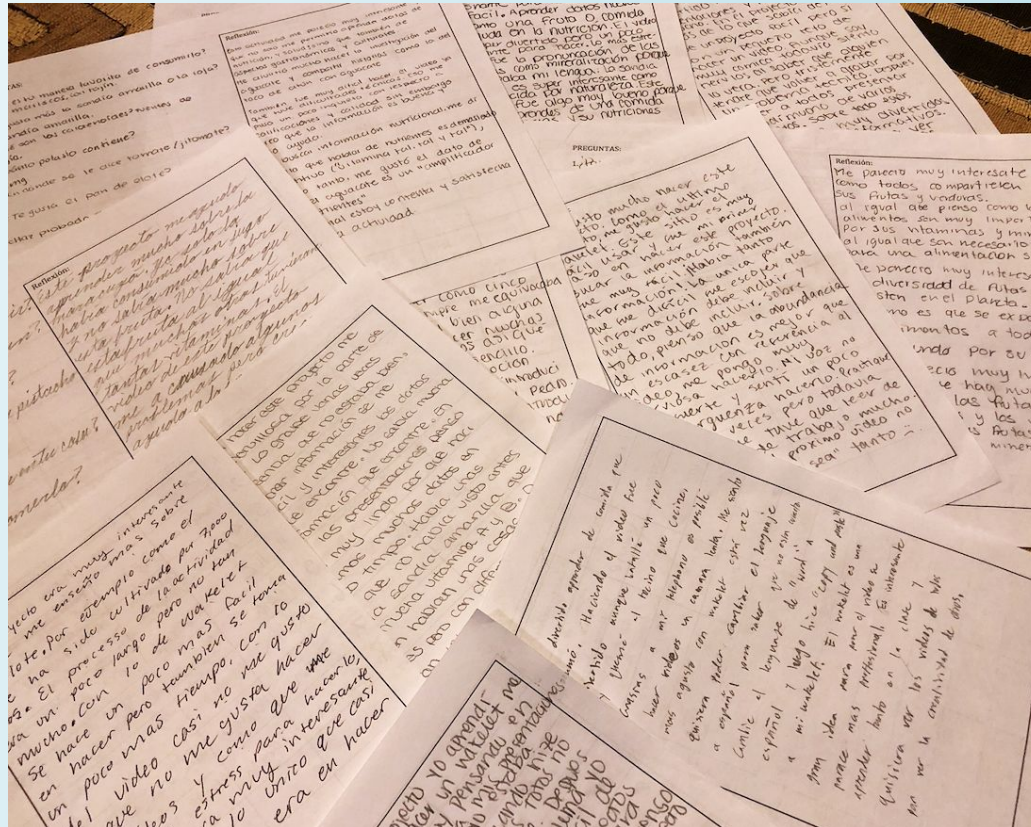
<https://www.visitacasas.com/jardineria/la-historia-de-la-guayaba/>

<http://www.guerrillero.cubuen-provecho/1854-la-guayaba-origen-propiedades-y-beneficios.html>

35



Student Reflections



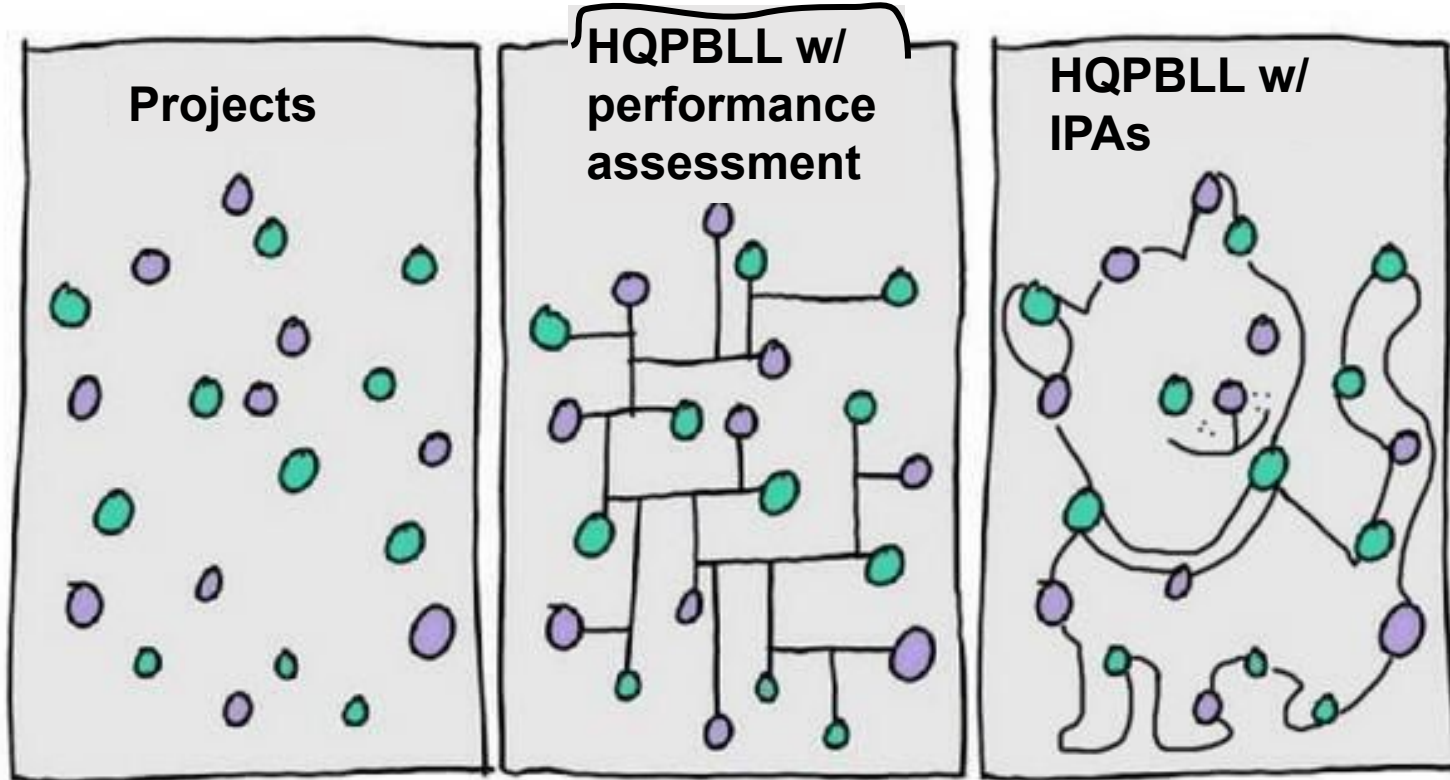
Student Reflections

- “This project was interesting because it allowed me to learn about nutrition and health and also gastronomical and cultural aspects.”
- “I had to do the video like five times because I would make mistakes or I pronounced a word wrong.”
- This project is a good way for other people to also learn things we are learning"

Digging deeper into HQPBL



Connecting the dots: IPAs and HQPBLL



An opportunity to continue this work



Short course through NFLRC:

- Registered webinar participants - watch for an email from us later this summer!

Please give us feedback on the webinar (link to the evaluation form will be in the chat)

The contents of this presentation were developed in part under a grant from the U.S. Department of Education (CFDA 84.229, P229A180026). However, the contents do not necessarily represent the policy of the Department of Education, and one should not assume endorsement by the Federal Government.