# Building Can Do Statements Aligned with Integrated Performance Assessments

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# Can Do Statements: A Self-Assessment

<u>**Self-Assessment for Can-Do Statements and IPAs in Use**</u>

Answer the following questions on a scale of 1-5, where **1 equals strongly disagree** and **4 equals strongly agree.**

**1-strongly disagree**      **2-disagree**      **3-agree**      **4-strongly agree**

1 2 3 4     I am familiar with Can Do Statements.

1 2 3 4     I have used Can Do Statements in my classes.

1 2 3 4     I have a clear understanding of the level of proficiency that I want my students to achieve at the conclusion of the semester, academic year, etc.

1 2 3 4     I can express this level in terms of State and/or professional standards: Novice (low, mid, high) Intermediate (low, mid, high), Advanced (low, mid, high).

1 2 3 4     I design my assessments first and align them with my goals for my students.

1 2 3 4     Students leave my course believing that they can use the target language for real-world purposes.

1 2 3 4     I am familiar with Integrated Performance Assessments (IPAs) and I have used them in my classes.

1 2 3 4     My goals for my students determine the type of assessments (both formative and summative) that I create/administer.

# The New ACTFL Can Dos…

| INTERPERSONAL MODE: PROFICIENCY BENCHMARKS | | |
|---|---|---|
| **NOVICE** | **INTERMEDIATE** | **ADVANCED** |
| *I can* communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. | *I can* participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. | *I can* maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions. |

| INTERPERSONAL MODE: PERFORMANCE INDICATORS | | | | | | |
|---|---|---|---|---|---|---|
| **NOVICE LOW** | **NOVICE MID** | **NOVICE HIGH** | **INTERM LOW** | **INTERM MID** | **INTERM HIGH** | **ADVANCED LOW** |
| **How can I exchange information and ideas in conversations?** | | | | | | |
| *I can* provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. | *I can* request and provide information by asking and answering a few simple questions on very familiar and every-day topics, using a mixture of practiced or memorized words, phrases, and simple sentences. | *I can* request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. | *I can* request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. | *I can* exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. | *I can* exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. | *I can* exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames. |
| **How can I meet my needs or address situations in conversations?** | | | | | | |
| *I can* express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. | *I can* express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions. | *I can* interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. | *I can* interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions | *I can* interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions. | *I can* interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. | *I can* interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames. |
| **How can I express, react to, and support preferences and opinions in conversations?** | | | | | | |
| *I can* express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. | *I can* express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions. | *I can* express, ask about, and react to preferences, feel-ings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. | *I can* express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. | *I can* exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. | *I can* explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. | *I can* maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames. |

# The New ACTFL Can Dos…

| PRESENTATIONAL MODE: PROFICIENCY BENCHMARKS | | |
|---|---|---|
| **NOVICE** | **INTERMEDIATE** | **ADVANCED** |
| *I can* present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. | *I can* communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. | *I can* deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language. |

| PRESENTATIONAL MODE: PERFORMANCE INDICATORS | | | | | | |
|---|---|---|---|---|---|---|
| **NOVICE LOW** | **NOVICE MID** | **NOVICE HIGH** | **INTERM LOW** | **INTERM MID** | **INTERM HIGH** | **ADVANCED LOW** |
| **How can I present information to narrate about my life, experiences, and events?** | | | | | | |
| *I can* introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. | *I can* present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. | *I can* present personal information about my life and activities, using simple sentences most of the time. | *I can* present personal information about my life, activities and events, using simple sentences. | *I can* tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. | *I can* tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames. | *I can* tell stories about school and community events and personal experiences, using paragraphs across major time frames. |
| **How can I present information to give a preference, opinion or persuasive argument?** | | | | | | |
| *I can* express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. | *I can* express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences | *I can* express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. | *I can* express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. | *I can* state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. | *I can* state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames. | *I can* state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames. |
| **How can I present information to inform, describe, or explain?** | | | | | | |
| *I can* name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. | *I can* present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. | *I can* present on familiar and everyday topics, using simple sentences most of the time. | *I can* present on familiar and everyday topics, using simple sentences. | *I can* give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. | *I can* give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames. | *I can* deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. |

# The New ACTFL Can Dos…

| INTERPRETIVE MODE: PROFICIENCY BENCHMARKS | | |
|---|---|---|
| **NOVICE** | **INTERMEDIATE** | **ADVANCED** |
| *I can* identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. | *I can* understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. | *I can* understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed. |

| INTERPRETIVE MODE: PERFORMANCE INDICATORS | | | | | | |
|---|---|---|---|---|---|---|
| **NOVICE LOW** | **NOVICE MID** | **NOVICE HIGH** | **INTERM LOW** | **INTERM MID** | **INTERM HIGH** | **ADVANCED LOW** |
| **What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?** | | | | | | |
| *I can* identify memorized or familiar words when they are supported by gestures or visuals in informational texts. | *I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. | *I can* identify the topic and some isolated facts from simple sentences in informational texts. | *I can* identify the topic and related information from simple sentences in short informational texts. | *I can* understand the main idea and key information in short straightforward informational texts. | *I can* usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. | *I can* identify the underlying message and some supporting details across major time frames in descriptive informational texts. |
| **What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?** | | | | | | |
| *I can* identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. | *I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts. | *I can* identify the topic and some isolated elements from simple sentences in short fictional texts. | *I can* identify the topic and related information from simple sentences in short fictional texts. | *I can* understand the main idea and key information in short straightforward fictional texts. | *I can* usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. | *I can* follow the main story and some supporting detail across major time frames in fictional texts. |
| **What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?** | | | | | | |
| *I can* understand memorized or familiar words when they are supported by gestures or visuals in conversations. | *I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. | *I can* understand familiar questions and statements from simple sentences in conversations. | *I can* identify the main idea in short conversations. | *I can* identify the main idea and key information in short straightforward conversations. | *I can* usually understand the main idea and flow of events expressed in various time frames in conversations and discussions. | *I can* understand the main message and some supporting details across major time frames in conversations and discussions. |

# Preparing for an IPA

Name _____

Integrated Performance Assessment:
http://www.bahia-principe.com/es/hoteles/riviera-maya/resort-tulum/

**Scaffolding activities for Interpretive Skills: Crossing Thematic Units**

**Interpretive Tasks**

Read the web pages and answer the following questions.

**Sports and Golf**

1. Name 6 sports activities offered:

   _____          _____
   _____          _____
   _____          _____

2. What can you see/do at the dolphinarium?
_____

**Accommodations**

3. Describe the room.   _____

4. What furniture is in the room?

   _____          _____
   _____          _____

5. Indicate any amenities such as views, balconies, etc.

_____

**Restaurants/dining**

6. What kind of attire is required at the restaurants? _____

7. Select 3 restaurants you would be interested in trying and indicate why.

_____

_____

_____

_____

# Document on Resorts...

# Document on Resorts…

## Sports and Golf

Try out new activities like parasailing, boogie boarding, or snorkeling in the beautiful Caribbean Sea, or join others as you practice your favorite past time like basketball or a friendly game of ping-pong. Stay on land or jump into the water and discover the sea in an entirely new way as you learn how to sail a catamaran, take out kayaks for a spin, or have a relaxing afternoon on our fishing trips. Pop by our Scubaquatic Activities Center to learn how to scuba dive, paddle board, or join in on the various beach and pool activities daily.

Visiting golf aficionados will appreciate over 90 hectares of land at the Riviera Maya Golf Club designed by Robert Trent Jones II, the number one name is golf course architecture around the world. Offering an 18 holes and 9 hole course winding through Mayan jungle and sprinkled with cenotes and lakes, the course is made for players of all levels and a special discount for hotel clients with reservations.

# Document on Resorts...

# Document on Resorts...



**LA GRAN TORTUGA-RODIZIO RESTAURANT**

**Brazilian grilled meat served at the table**

Try a little bit of Brazil. Sit back and relax while our experienced waiters serve you perfectly prepared dishes at table.

- Brazilian
- Formal outfit
- Location: GRAND BAHIA PRINCIPE TULUM, SEE MAP
- Needed ⓘ

**TEQUILA RESTAURANT**

**Traditional Mexican cuisine**

Immerse yourself in the culture to the fullest. Try the vibrant flavors of Mexican ingredients while enjoying the best views of the Caribbean.

- Tex-Mex
- Formal outfit
- Location: GRAND BAHIA PRINCIPE TULUM, SEE MAP
- Needed ⓘ

**RESTAURANT GOURMET DON PABLO**

**Modern gourmet kitchen**

Know flavors that you have never tasted. Our expert chefs have created dishes that will change your idea of the gourmet kitchen.

- Gourmet
- Formal dress and long pants in the case of men
- Location: GRAND BAHIA PRINCIPE TULUM, SEE MAP
- Needed ⓘ

**LE GOURMET RESTAURANT**

**Gourmet creations**

Elegance comes to life through food. With each bite you give, your love for French cuisine of high quality will increase.

- Gourmet
- Formal dress and long pants in the case of men
- Location: GRAND BAHIA PRINCIPE COBA, SEE MAP
- Needed ⓘ

**COZUMEL RESTAURANT**

**Mexican Kitchen**

Enjoy a unique combination of intense flavors with our traditional Mexican cuisine.

- Mexican
- Formal outfit
- Location: GRAND BAHIA PRINCIPE COBA, SEE MAP
- Needed ⓘ

**RESTAURANT NIKKEI MASHUA**

**Japanese and Peruvian fusion**

Enjoy a new mix of oriental and Peruvian cuisine. Our experienced chefs combine traditional recipes that you love with innovative culinary techniques; sure they leave you with your mouth open.

- Modern
- Formal outfit
- Reservation needed ⓘ

**PORTOFINO RESTAURANT**

**Traditional Italian cuisine**

An Italian different from your grandmother's. Our avant-garde restaurant has selected rustic recipes and has given them a touch of high quality, allowing you to enjoy an incredible gastronomic experience.

- Italian
- Formal outfit
- Location: GRAND BAHIA PRINCIPE COBA, SEE MAP
- Needed ⓘ

**MIKADO RESTAURANT**

**Amazing Japanese cuisine**

Continue the fun of the day at night with a fun tepanyaki dinner while you watch how they transform food before your eyes, or relax at our tables where a la carte food is served.

- Japanese
- Formal outfit
- Location: GRAND BAHIA PRINCIPE COBA, SEE MAP
- Needed ⓘ

**MEDITERRANEAN RESTAURANT**

**Fresh Mediterranean cuisine**

Ingredients that arrive directly from the boat from the Mediterranean. Try the flavors of the coast while immersing yourself in the exuberant surroundings of the Riviera of Mexico.

- Mediterranean
- Formal outfit
- Location: GRAND BAHIA PRINCIPE COBA, SEE MAP
- Needed ⓘ

# Document on Resorts…

## RESORT REVIEWS

Erin A
74

Reviewed 2 weeks ago via mobile
### Highly recommend 5 star hotel
We first came to this hotel in august 2017for our honeymoon despite it being hurricane season we had an amazing time. Staff were really helpful and accommodating and very friendly. It truly was like waking up in paradise every day. Rooms cleaned daily and fridge refilled. We arrived to a on honeymoon banner on our door, rose petals in a heart on our bed and champagne on ice. We were treated like royalty with romantic meals and love heart cakes especially made for us and daily treats left in our room. We are so excited to be returning on the 25th of april 2019 for my husbands 50th birthday. I could notrecommend this hotel more especially for a truly magical honeymoon

Robert S
**Barrie, Canada**
159

Reviewed 2 weeks ago via mobile
### Worst resort ever
Don't expect to get the la cart dinners you want. Arrived today and the la cart restaurants that I wanted to eat at are all booked.. yes I just here and it is not even the busy season.
The buildings are inland and no ocean view or really any view. Sit on patio and look at another building. Sucks.
As for the beach. It is dirty and they don't clean up the beaches for the day like other resorts do.
The rooms are dated and run down.
The people that I talked to about this matter doesn't really care.. and was rude about it..
For the money book another location!! You will be disappointed at this one.
How they got 4.5 stars I don't know.. it is maybe on the high side 3.5.. I will never come back to this resort and this is only my first day here..

Wiganal21
2333

Reviewed 2 weeks ago
### Wonderful. Relaxed. Fun.
Had a great time at the Tulum resort. Rooms are large, clean and cool. Staff are fantastic, never too much trouble to help you. Highlights are the beach, the lobby bars and the hacienda. Special note to the Don Pablo restaurant, amazing food, respectful staff and a fantastic dining experience

# IPA for an Item from a FLACS Exam

## FLACS CHECKPOINT A SPANISH EXAM 2018

26. Task: **READ to WRITE:** You have just spent a few days visiting Barcelona and are planning to visit your e-Pal in Madrid. Using the documents provided for you; write a note to your friend about your upcoming visit. You may include the following suggestions in your note or use your own ideas.

- greet your friend
- let him/her know what train you will be taking from Barcelona to Madrid including the date and time your train arrives
- choose at least two activities you would like to do while at the Parque del Retiro
- let your friend know other places you would like to visit or things you would like to do during your visit to Madrid
- express why you prefer these activities

**renfe**

**30 junio 2018**

|  | Salida | Llegada |
|---|---|---|
| Alta velocidad | 09.00 | 11.45 |
| Media Alta velocidad | 09.13 | 17.03 |
| Larga distancia | 09.33 | 15.48 |
| Alta velocidad | 10.00 | 13.10 |
| Alta velocidad | 11.00 | 13.45 |
| Larga distancia Alta velocidad | 11.00 | 17.03 |

## Parque de El Retiro

| Información | Servicios | Mapa |
|---|---|---|

**Servicios**

- Alquiler de barcas
- Circuito de running
- Restaurante
- Zona de pesca
- Alquiler de bicis
- Puntos de información
- Senda botánica
- Zona de picnic
- Cafetería
- Restauración
- Servicio de visitas guiadas
- Zona deportiva

# Creating an IPA from a FLACS Exam Item

| Interpretive | Interpersonal | Presentational |
|---|---|---|
| Task embedded in Item | | Task embedded in Item |

# FLACS Checkpoint A Spanish Exam 2018

▶ Can Do Statements for this IPA:

| Interpretive | Interpersonal | Presentational |
|---|---|---|
| | | |
| | | |
| | | |

# Sample IPAs from Dr. Jennifer Eddy

## Contemporary Life Leisure

**Context:** By: Silvia D.

The online magazine *El Ocio Hispano* needs content for the next issue on the value of spending leisure time outdoors.

| | Novice mid-high — Checkpoint A | Intermediate Low-Mid — Checkpoint B | Intermediate High — Checkpoint C |
|---|---|---|---|
| **Authentic Material / IN** | Watch the video on activities at a Mexican school and check which you would participate in if you attended the school. <br><br> I can identify popular activities offered by Spanish speaking schools. | Using the park website, categorize the activities in the park and select which you like and do not like. <br><br> I can categorize activities according to my interest. | Using the two websites on the beaches, compare and contrast the advantages and disadvantages of Mexican and Spanish beaches on a chart. <br><br> I can compare pros and cons of different beaches. |
| **IP** | Come to consensus which activities are offered at the US and Mexican school. <br><br> I can compare leisure activities offered between schools. | Discuss with a partner and decide where to go in Chapultepec Park, <br><br> I can plan outdoor activities with a partner. | Using the chart, come to a consensus with my partner which beach is preferred and why: Mexico or Barcelona? <br><br> I can decide with a partner on leisure preferences and justify our choices. |
| **PR** | Create a short video on leisure activities for the online magazine. <br><br> I can describe popular leisure activities in the US and abroad. | Write a segment for the magazine on Chapultepec Park activities suitable for young children. <br><br> I can recommend outdoor activities popular in the Hispanic world based on someone else's needs. | Create a video on beach vacations for the magazine, with options depending on different people's needs. Compare three beach areas and what they offer. <br><br> I can explain which vacations are best and w' outdoor activity is preferred in Spanish speak cultures. |

# Sample IPAs from Dr. Jennifer Eddy

**Articulated Performance Assessment Task Template**

(Eddy, J. 2006, 2014, 2015, 2017)

Theme
Topic

Context

- Has value beyond the classroom
- Solves a problem, Creates a product
- Is the "movie trailer" for your task or unit
- Doesn't give away too many task details

| **Novice mid-high Checkpoint A** <br> **Authentic material description** | **Intermediate Low-Mid Checkpoint B** <br> **Authentic material description** | **Intermediate High-Advanced Low Checkpoint C** <br> **Authentic material description** |
|---|---|---|
| .Description of Interpretive task <br><br> I can... | Description of Interpretive task <br><br> I can... | . Description of Interpretive task <br><br> I can... |
| Description of Interpersonal Task <br><br> I can... | Description of Interpersonal Task <br><br> I can... | Description of Interpersonal Task <br><br> I can... |
| .Description of Presentational Task <br><br> I can... | Description of Presentational Task <br><br> I can... | Description of Presentational Task <br><br> I can... |

Call for Participation
Articulated Performance
Assessment Task Exemplars

Please email exemplars to:
Patricia.Lennon@qc.cuny.edu
Or Jennifer.Eddy@qc.cuny.edu
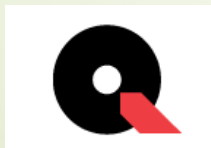
NYSED Curriculum Initiative

Dr. Pat Lennon, Curriculum Specialist

Dr. Jennifer Eddy, Project Director/PI