|  |
| --- |
| **Integrated Performance Assessments Planning Template****Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Essential Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| ***Targeted Proficiency*** | ***Authentic Material*** | ***Can Do Indicators*** | ***AP Global Theme*** | ***Tools to assess*** | ***Tasks for different modes*** | ***How will students decode information?*** |
| Novice LowNovice MidNovice HighIntermediate LowIntermediate MidIntermediate HighAdvanced LowAdvanced MidAdvanced High | NewscastInfographicSongBrochureNewspaperChartAdvertisementCultural RealiaPoemImages | In the interpretive mode, my students can…In the interpersonal mode, my students can…In the presentational mode, my students can… | Global ChallengesScience and TechnologyContemporary LifePersonal and Public IdentitiesFamilies and CommunitiesBeauty and Aesthetics | Proficiency RubricsACTFL Rubrics | **Interpretive:**Read or view an authentic text connected to topic as source 1I**nterpersonal:**Engage in a simulated conversation or make a list using source 2Presentational: Using both sources, create a product that will answer essential question | Graphic organizers for each task will allow students to process information and create with language. Allowing the time to brainstorm is key. |