

An Integrated Performance Assessment for the French III classroom.

Pourquoi Voyager au Maroc?

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Français Niveau III (11th grade)**

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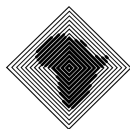
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FOCUS

This document contains necessary materials and explanations for an IPA (integrated performance assessment), a summative assessment that students will complete after having learned about the country of Morocco. Teachers may choose to use any or all parts of the IPA and may modify as they deem necessary. In order to complete the IPA, students will have learned about where Morocco is located, its geography, its population of diverse citizens and historically how and why Morocco is currently inhabited by such diverse peoples. Students will learn how their knowledge of French could facilitate and enrich personal travel



experiences to this fascinating and beautiful country. The IPA is written for a level three French class; intermediate-low/intermediate-mid proficiency level.

LEARNING OBJECTIVES OF IPA

- Students will be able to interpret authentic texts pertaining to culturally and historically rich tourist sites and activities in major cities of Morocco.
- Students will be able to use the information they've learned through the interpretive reading task to speak and write in French interpersonally. Students will provide and obtain pertinent information using the target language.
- Students will conduct research about a Moroccan city that interests them and then will present their knowledge through an individual presentation of their choice.

Guiding Questions

- Why do people travel?
- What are some important sites to visit in Morocco?
- What are some important cultural characteristics of traveling to Morocco?
- How will the knowledge of French help facilitate travel to Morocco?

Content Background

This IPA was created following a one month seminar abroad in Morocco. The plan contains live documents that will continually be updated as it is a constant work in progress. Any teacher may access, make a copy and modify any and all materials for their own purposes. Supplemental resources that could be used to create original lessons and learning activities are linked below. A presentation that was given to the Fulbright and MACECE teams is linked [here](#).

Standards Addressed

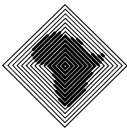
Wisconsin World Readiness Standards for learning languages

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Presentational Communication: 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.

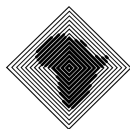
Cultures: Learners use the language to investigate, explain and reflect on the relationship between the practices, products, and perspectives of cultures studied.



Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking skills. They access and evaluate information and diverse perspectives that are available through the language and its culture.

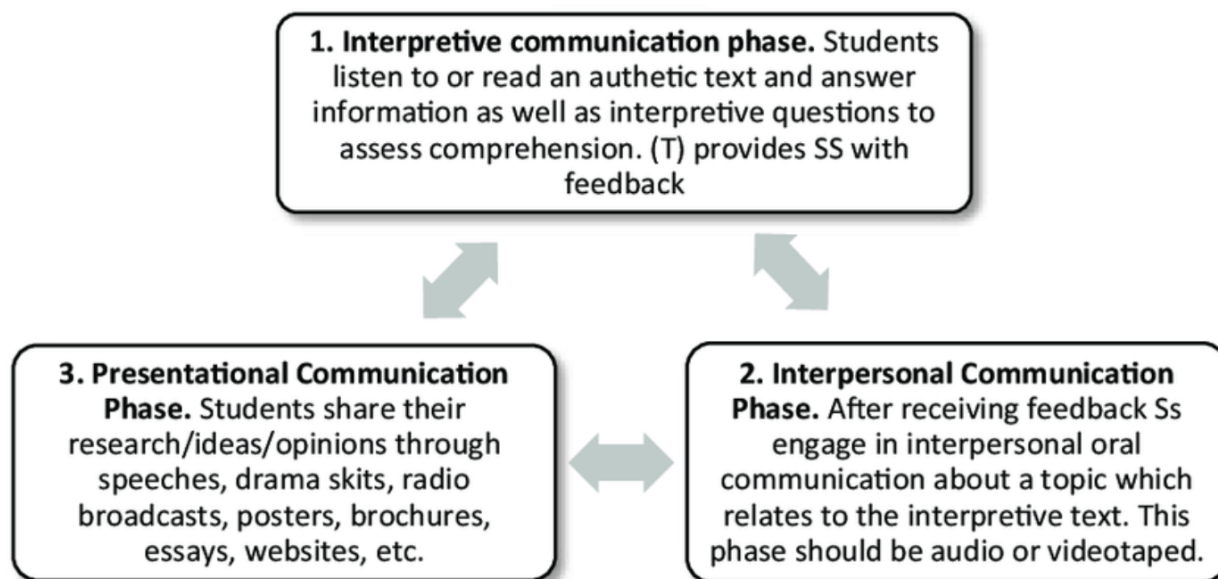
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language/culture studied and their own.

Communities: Learners use the language both within and beyond the classroom to interact in their community and the globalized world. They set goals and reflect on their progress using the language for enjoyment, enrichment, and advancement.



ASSESSMENT

The materials and directions for the summative Integrated Performance Assessment (IPA) are described and linked so that teachers and students know the final goals and outcomes. The IPA asks students to use the target language (French) and previously learned cultural knowledge to negotiate meaning, exchange information, ideas, reactions, feelings, and opinions in spoken and written interactions.



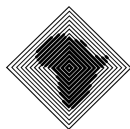
Integrated Performance Assessment (Adapted from Glisan, Adair-Hauck, Koda, Sandrock, & Swender, 2013, p. 18)

IPA Part 1

Interpretive Reading Assessment

GUIDING QUESTIONS:

- What interesting things can tourists do and see in the major cities of Morocco?
- What can you learn about Moroccan culture and traditions from visiting these important places?



Learning objectives:

- **Learners will be able to read and interpret an authentic website in French pertaining to tourist attractions of a major Moroccan city.**

Time Period:

Number of days: 1 or 2

Instructional Procedures:

Assign each student one comprehension guide to complete. Students need to read and interpret the authentic website to complete the task to the best of their ability. Guides may be assigned electronically on a learning management system or paper copies could be provided. Although the comprehension guides are similar, teachers may shorten or lengthen the guides for student differentiation. A blank template is also linked to create your own from scratch. This comprehension guide is modeled after the template given in the book: Implementing Integrated Performance Assessment by Bonnie Adair-Hauck, Eileen W. Glisan and Francis J. Troyan. All guides were created from pages generated from <https://generationvoyage.fr/>.

Materials needed:

[blank template comprehension guide](#)

[Casablanca Comprehension Guide/https://generationvoyage.fr/visiter-casablanca-faire-voir/](https://generationvoyage.fr/visiter-casablanca-faire-voir/)

[Marrakech Comprehension Guide/https://generationvoyage.fr/visiter-marrakech-faire-voir/](https://generationvoyage.fr/visiter-marrakech-faire-voir/)

[Fès Comprehension Guide/https://generationvoyage.fr/visiter-fes-faire-voir/](https://generationvoyage.fr/visiter-fes-faire-voir/)

[Tanger Comprehension Guide/https://generationvoyage.fr/visiter-tanger-faire-voir/](https://generationvoyage.fr/visiter-tanger-faire-voir/)

[Rabat Comprehension Guide/https://generationvoyage.fr/visiter-rabat-faire-voir/](https://generationvoyage.fr/visiter-rabat-faire-voir/)

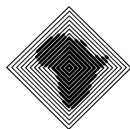
IPA Part 2: Interpersonal Speaking

Learning objectives:

- **Learners will be able to provide answers to their classmates about what they read for the first task in the IPA.**
- **Learners will be able to ask their classmates about the location of and information about various tourist attractions from cities other than the city they read about for the first task in the IPA.**

Time Period:

Number of days: 1 or 2



Instructional Procedures:

Resources

Cut out the names of each city and post them in different locations around the room. Hand out one image with the tourist attraction to each student. Instruct students to move about the room asking their classmates in which city their attraction is located and what people typically do there. They will also need to help their classmates by answering these questions with information that they learned from task one. When they figure out in which city their attraction is, they should find it on the wall and move to it. When all students are in the correct locations, they will share with the entire class what they've learned (while everyone fills out [these guided notes](#). Accommodations for the guided notes could be made for differentiation) All photos used in this unit are for educational purposes.

IPA Part 3: Presentational Speaking & Writing

Learning objectives:

- **Learners will be able to conduct their own research to enrich their knowledge about a city of their choice in Morocco.**
- **Learners will be able to present their findings in written and spoken form.**

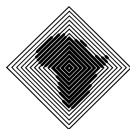
Time Period:

Number of days: 2-4 days

Instructional Procedures:

Choice Board & Rubric

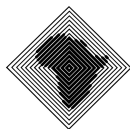
Allow students ample time to read over the choice board of options for Part 3. If you have examples from past years, share them with students. Give students 2-4 days to complete their research and finalize their projects. Students can either present in front of the class or they may record their presentations for teacher viewing. Teachers should use the included rubric to assess the student's knowledge and proficiency. Teachers may choose to spend as much or as little time on these geographical elements. Some may want to add surrounding countries, or use tools such as Quizlet to reinforce knowledge.



The following graph contains example tasks that teachers are encouraged to incorporate to prepare students for the summative IPA. Ample guided practice will ensure students' ability to complete with proficiency the final IPA.

Examples of Practice Tasks

Examples of Interpretive listening/viewing activities	Examples of Interpersonal speaking/writing activities	Examples of Presentational speaking/writing activities
• Interviews with native speakers • TV or radio advertisements • Authentic songs by artists from Morocco • Animated cartoons • Segments from films or TV shows • Personal letters or emails • Simple biographies • Articles from a Moroccan magazine or newspaper • Printed advertisements • Short stories written by a Moroccan author • Infographics • Authentic poetry • Comic strips	• Do a Role play • Participate in a Q & A session • Draft an email • Write a letter to a penpal • Send a simple text message • Respond to a classmate's blog post • Leave a message on someone's social media account • Respond to a voicemail message • Complete a speed dating activity • Make a reservation at a hotel or restaurant • Order food at a restaurant • Complete an order online using the target language	• Create a brochure • Write an article for a magazine or newspaper • Draft a formal letter • Write a curriculum vitae • Teach a cooking class • Recite an authentic poem or short story • Write a short story from the perspective of someone from the target culture • Create a video advertisement • Give a demonstration speech • Perform an original skit or play • Complete a job application in the target language



Supplemental Resources

Les vidéos

[Les babouches](#)

[Le Tajine](#)

[Les hammams](#)

[Une journée dans le désert](#)

[Festival Gnawa](#)

[Les souks de Marrakech](#)

[C'est quoi le Ramadan](#)

[Un Riad au Maroc](#)

Les sites web

[L'hôtel Onomo](#)

[l'Université Al Qarawiyyin](#)

[Info tourisme Maroc](#)

[Tanger Med](#)

[Office National Marocain du Tourisme](#)

Quizlet

[Quizlet](#)

DIFFERENTIATION

FOR DIVERSE LEARNERS

As previously mentioned, this IPA contains many opportunities for differentiation.

Task 1: Comprehension guides can be shortened or lengthened to meet the levels and needs of individual learners. It can be assigned on paper or electronically.

Task 2: Attractions can be selected by the teacher to meet the needs/interests of the learners.

Guided notes can be modified to facilitate or challenge the students.

Task 3: A choice board of options for the presentational assessment is provided.