

姓名: _____

日期: _____

Unit 1 Project: Integrated Performance Assessment

Essential Question: How can people connect with each other and across cultures?

Task Overview

Imagine one of your favorite performers or athletes wants to find an audience in China. Finding fans is not easy to do when you don't speak the same language, but you can help your chosen celebrity make a good impression on potential Chinese fans by creating an online profile in Chinese. You can choose a performer or athlete that you are familiar with, or you can imagine one.

Interpretive Task

Review profiles of imagined Chinese celebrities made by their fans to find out how to make a good impression on a Chinese audience.

Presentational Task

Based on the example profiles, create a profile for one of your favorite performers or athletes. Use what you have learned about introductions in Chinese culture to make your profile appealing to a Chinese audience.

Interpersonal Task

Read the profiles your classmates made. Take turns with your classmates to act as a "scout" for a Chinese talent agency. Ask your classmates questions about their celebrities. Based on their answers, give advice on how your classmates can improve the profiles they made.

Interpretive Task

Read the following profiles to get ideas about how to make a good impression online. What details help to give a good impression of the athlete or performer? Take notes using the Reading Guide in Part II of the Comprehension Worksheet. Then complete Parts I and III of the Comprehension Worksheet. (Words highlighted in gray appear in Part I, and words followed by pinyin appear in Part III.)

Fan Profile 1:

他姓王，他叫王天星，今年26岁。又高又帅的他非常有个性，在中国很受欢迎。听说，他是九岁开始学唱歌和弹吉他的。他还会自己写歌。高中一年级的時候他就表演过自己写的歌。他不但歌唱得很好听，而且舞也跳得很好看。他会跳很多种舞：中国舞、日本舞、街舞，等等。去年暑假，他还去过日本表演。他和两个日本男生一起表演唱跳 (chàng tiào)，非常受欢迎。



对了，他还有一只可爱的会说话的宠物。那是一只又聪明又好玩儿的小鸟。天星说，如果有人进了他的房间，它会说：“你好！你好！”它真的太可爱了！

Fan Profile 2:



这个女生叫李月，她是西安人，今年20岁。她是乒乓球运动员 (yùndòng yuán)。她乒乓球打得非常棒，每次比赛的成绩都不错。她是八岁的时候开始学打乒乓球的。所以，乒乓球她已经打了12年了。每次练习的时候，她都比别的人更努力，所以到了比赛的时候，她的成绩也比别的人更好。没有比赛的时候，她喜欢跟朋友一起在家附近的公园玩儿。

对了，因为经常要去说英文的城市比赛，所以她也在努力学习英文。现在她不但球打得很棒，而且英文也比以前好多了。每次比赛，她都能认识一些新朋友，她很高兴！



姓名: _____

日期: _____

Fan Profile 3:

现在给大家介绍一下漂亮的小舞。小舞姓史。她的老家在上海，她是在爷爷奶奶家长大的。她不但会唱中文歌，而且还会唱英文歌。她唱英文歌的时候发音很清楚。她已经在电视上表演过很多次了。她也经常去别的城市表演。每次表演小舞都要准备很长时间，所以她真的很忙，没有空去看爷爷奶奶。最近一次打电话的时候，爷爷奶奶说：小舞，你都多长时间没回来了？还让她一定得多休息。放假的时候，她不太喜欢出去旅行。她觉得出去旅行人太多，太吵，没有在家里过得舒服。她喜欢在家里看看书，做做菜，跟爷爷喝喝茶，跟奶奶聊聊天儿，等等。



对了，这是她做的中国菜，看起来还不错吧。今年春天，她还会来美国表演呢！欢迎大家来看她的演唱会 (yǎnchànghuì) ！

姓名: _____

日期: _____

Interpretive Task: Comprehension Worksheet

I. Keyword Recognition

Write a brief English definition of each of the following Chinese words.

1. 姓
2. 受欢迎
3. 表演
4. 等等
5. 聪明
6. 西安
7. 努力
8. 旅行
9. 吵
10. 不错

姓名: _____

日期: _____

II. Reading Guide

As you read the profiles, use the following guide to make notes in English. Write down the interesting facts and impressive details of each profile.

Profiles	Talents	Interesting facts/impressive details
1. 王天星		
2. 李月		
3. 史小舞		

III. Guessing Meaning from Context

- Based on the context in Profile 1, what do you think 唱跳 means?
 - singing and jumping
 - crying and jumping
 - singing and dancing
- Based on the context in Profile 2, what do you think the word 运动员 means?
 - athlete
 - runner
 - singer
- Based on the context in Profile 3, what do you think the word 演唱会 means?
 - instrumental music concert
 - singing performance
 - speech contest

姓名: _____

日期: _____

Presentational Task

Create a profile for one of your favorite performers or athletes. Based on what you have learned about introductions in Chinese culture, try to make your profile appealing to a Chinese audience. Make sure that you:

- ☐ Include at least one special talent or skill that the performer/athlete has
- ☐ Include at least one positive personal trait of the performer/athlete
- ☐ Mention at least one like or dislike of the performer/athlete
- ☐ Describe at least one unique experiences or one important life event of the performer/athlete
- ☐ State at least one hobby and explain how long he or she has been doing that hobby
- ☐ Use at least three of the following: a comparison (using 比 or 没有); 是...的 ; 不但...而且...; 又...又... ; 次 ; 得

姓名: _____

日期: _____

Interpersonal Task

Step 1: Imagine you work as a talent scout for a Chinese talent agency. You want to find the most interesting, exciting performers and athletes. Your teacher will give you time to walk around the room and review the profiles that your classmates have created. Prepare at least one question for five of the performers or athletes. What else do you want to know about each person? Is there any information on the profiles that is unclear or confusing?

Step 2: Your teacher will divide the class into groups, with some students answering questions and other students asking questions. When it is your turn to act as the talent scout, ask the five questions that you have prepared and take note of the responses you get. Then think of a piece of advice or a suggestion you can give each athlete or performer.

Step 3: When it is your turn to answer questions, stay by the profile you created as the talent scouts (students asking questions) circulate around the room. Write down any advice you receive on how to improve your profile.

Reminder: Your discussion should only be in Chinese, but you can take notes however you prefer (characters, pinyin, or English).

Name of athlete/performer	Question(s)	Response(s)	Advice/suggestions
1.			
2.			

姓名: _____

日期: _____

3.			
4.			
5.			

Advice received:

1. _____

2. _____

3. _____

4. _____

5. _____

For Teachers:

Interpretive Mode Answer Keys

I. Keyword Recognition

Write a brief English definition of each of the following Chinese words.

1. 姓 - family name, surname; to be surnamed
2. 受欢迎 - popular, well-received
3. 表演 - performance; to perform
4. 等等 - etcetera (etc.), and so on
5. 聪明 - smart, clever, intelligent
6. 西安 - Xi'an, a city in China
7. 努力 - hard-working, diligent; to make an effort, to try hard
8. 旅行 - to travel; trip
9. 吵 - noisy, loud
10. 不错 - not bad, pretty good

II. Reading Guide

The goal of this part of the task is to assess students' reading comprehension. Students will respond in English to ensure that their performance reflects their comprehension rather than their ability to express themselves in Chinese.

III. Guessing Meaning from Context

1. c) singing and dancing
2. a) athlete
3. b) singing performance

Presentation Task

Use the task checklist and the rubric below to assign each student a score on the presentational task. Share rubrics and other grading criteria with students well before administering the IPA to set expectations for this assessment. Based on your program's goals, you may choose to have students hand-write their letter or use a word processor to type it. If you have specific expectations with regard to handwriting or typing, you may want to add these expectations to the rubric under "Mechanics."

- ☐ Include at least one special talent or skill that the performer/athlete has
- ☐ Include at least one positive personal trait of the performer/athlete
- ☐ Mention at least one like or dislike of the performer/athlete
- ☐ Describe at least one unique experiences or one important life event of the performer/athlete
- ☐ State at least one hobby and explain how long he or she has been doing that hobby
- ☐ Use at least three of the following: a comparison (using 比 or 没有); 是...的; 不但...而且...; 又...又...; 次; 得

Presentation Task Rubric

	Exceeds expectations	Meets expectations	Approaches expectations
Organization	The writing is coherent and logically organized, with a clear introduction and conclusion. The writer uses full, coherent sentences in Chinese.	The writing shows some organization of ideas about the topic. The writer uses a mix of phrases and sentences in Chinese.	The writer uses a mix of words and phrases in Chinese to share some information about the topic.
Communication Strategies	The writing piece meets the challenge of the task by engaging the reader in new ways, combining things learned in previous units with the new language learned in the current unit.	The writing piece meets the challenge of the task by engaging the reader using the new language learned in the unit.	The writing piece makes steps toward meeting the challenge of the task by using some language introduced in the unit.
Mechanics (Handwriting)	Learner shows control over recently learned vocabulary and structures. Punctuation	Language use is mostly accurate and understandable, incorporating some	Learner shows emerging ability to use recently learned vocabulary and structures. Language use,

	and character formation contribute to comprehensibility.	recently learned vocabulary and structures. Punctuation and character formation do not impede comprehensibility.	punctuation, and/or character formation may impede comprehensibility.
Mechanics (Typing)	Learner shows control over recently learned vocabulary and structures. Punctuation and character selection contribute to comprehensibility.	Language use is mostly accurate and understandable, incorporating some recently learned vocabulary and structures. Punctuation and character selection do not impede comprehensibility.	Learner shows emerging ability to use recently learned vocabulary and structures. Language use, punctuation and character selection may impede comprehensibility.

Interpersonal Task

All assessment must be based on what the teacher can directly observe. In a large class, it may not be possible to make detailed observations of each student's performance during the interpersonal task. Instead, monitor each student's performance more generally based on the rubric below. In addition, check that each student completed the worksheet for the interpersonal task. Consider expanding the rubric below if your class is relatively small and you feel confident that you can make detailed observations of each student's ability to complete the interpersonal task.

Interpersonal Task Rubric

	Exceeds expectations	Meets expectations	Approaches expectations
Use of Chinese	Speaks entirely in Chinese throughout the task, using hand gestures and other nonverbal methods to get past "stuck" moments.	Speaks in Chinese most of the time, occasionally using a word or two in another language to keep the conversation going.	Speaks in a mixture of Chinese and another language.
Interactions	Uses and combines language to ask and respond to questions,	Responds to questions with phrases and some sentences. Asks simple	Communicates minimally in Chinese, often speaking only in single

	asking different types of questions, including open-ended questions.	yes/no questions.	words or memorized phrases. Responds to questions from others.
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