Approach

Contraseña is consonant with all elements of the ACTFL framework (*Standards for Foreign Language Learning in the 21st Century [*2006], *World-Readiness Standards for Learning Languages* [2013] and NCSSFL-ACTFL Can-Do Statements [2017]). In fact, over the six-year trajectory of the development of **Contraseña** the authors have been encouraged to see that ACTFL has embraced the tenets of Backward Design in the development of Integrated Performance Assessments (IPAs).

The Enhanced IPA

This approach is implemented in every unit of **Contraseña**, resulting in eighteen enhanced IPAs that are archived in the Contraseña**: Proyecto** section of the platform for summative assessment. We consider the unit-final projects to be "enhanced IPAs," or "IPAs-plus" because, in addition to including all elements of a standard IPA, **Contraseña** leverages Social Pedagogies to exploit the logical authentic audience for students' unit-final projects—their classmates. In this way, students learn with and from each other through structured reflection on their own and their classmates' work.

The World Readiness Standards

The three modes of communication described in the World-Readiness Standards are featured throughout each unit and fully integrated into the final project, for which students use the unit-initial text as a model (Interpretive) to create their own texts (Presentational) and then finally react to each other's redesigned texts (Interpersonal). Furthermore, **Contraseña** students benefit from the support of explicit strategy learning and practice as they interpret the primary text and create their own texts. There are ample opportunities to practice both spontaneous (communicative **Conversar** activities) and planned (independently done **Aplicar**) Interpersonal communication before demonstrating these abilities through (the **Comentar** step of) the unit final project. Because meaning is always in focus and cultural learning is woven into every element of the unit, each of the five C's is explored in every unit. This exploration is most overt in the **Exploración cultural** section that asks students to consider the perspectives of a variety of Cultural Collaborators on a thematically driven topic and then conduct guided, Internet-based research on that topic to be shared with their classmates. Finally, students reflect on their own learning and rate their confidence in their abilities as they work through the unit (formative) and the end of each unit (summative), in a format that is similar to the Can-do statements. To push this awareness even deeper, each unit concludes with open-ended reflections on their linguistic and cultural learning that are completed entirely in Spanish by the end of the program.

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