

TASK

Share some interesting news or gossip with your Spanish-speaking exchange partner

FORMAT

Written (SMS) Conversation

TITLE

“Tengo noticias importantes que decirte”

TEACHING AND LEARNING CONTEXT

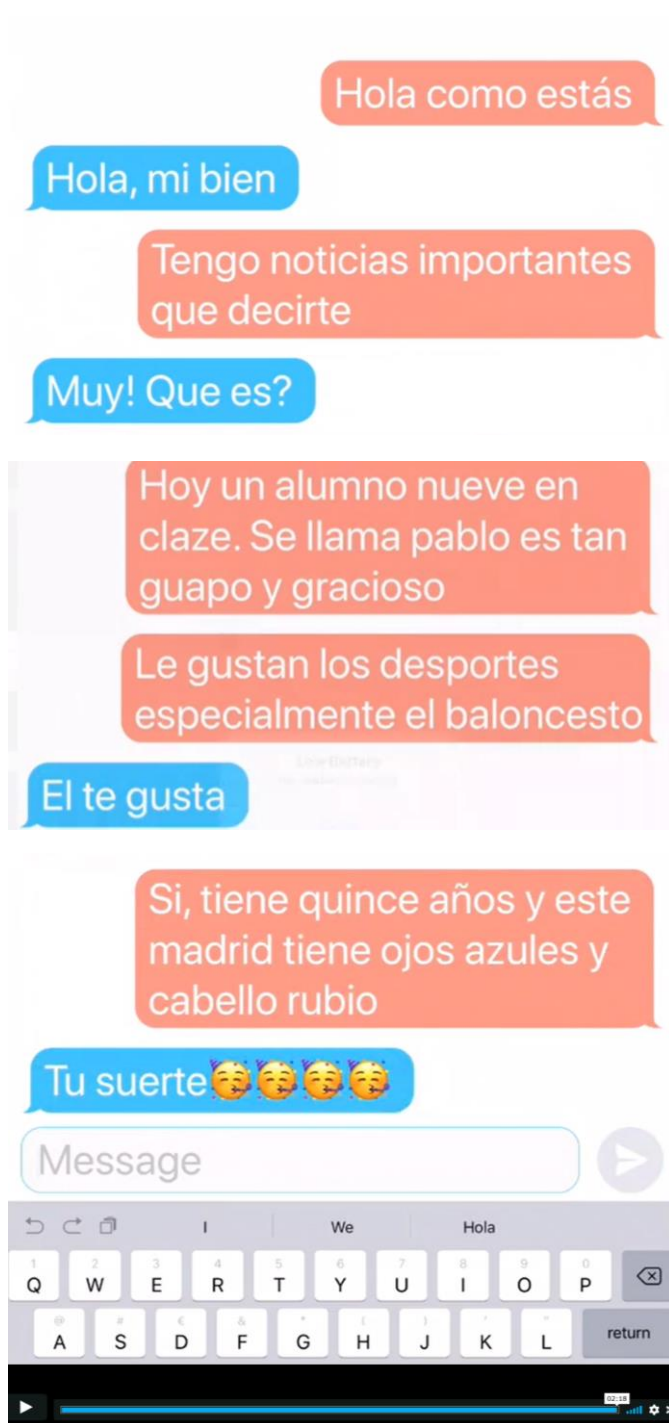
Students were asked to share an interesting piece of news with their Spanish speaking exchange partner.

TASK

Contact your exchange partner in advance of your trip to Spain to find out information about the upcoming exchange

*NOTE: Student 1 is being assessed here. This is the student who is giving the news and whose work appears in the **orange** boxes. The descriptor awarded and annotations are for this student’s work only.*

View a video of this text conversation (in “textingstory.com” which the student used) on www.curriculumonline.ie



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Features of Quality: Student Language Portfolio

<p>Exceptional</p> <p>A piece of work that reflects these features to a very high standard. The strengths of the work far outstrip its flaws.</p>	<p>Ideas are communicated very clearly, with very good fluency, accuracy and range of vocabulary</p> <p>The text shows very good awareness of language and social conventions and of language patterns</p> <p>The text reveals a very good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Above expectations</p> <p>A piece of work that reflects these features very well. The student shows a clear understanding of how to complete each area of the task. Feedback might point to the necessity to address some aspect of the work in need of further attention but, on the whole the work is of a high standard.</p>	<p>Ideas are communicated clearly, with good fluency, accuracy and range of vocabulary</p> <p>The text shows good awareness of language and social conventions and of language patterns</p> <p>The text reveals a good understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>In line with expectations</p> <p>A piece of work that reflects most of these features well. It shows a good understanding of the task in hand. Feedback might point to areas needing further attention but the work is generally competent.</p>	<p>Ideas are communicated clearly enough to be understood, with limited fluency, accuracy and range of vocabulary</p> <p>The text shows a limited awareness of language and social conventions and of language patterns</p> <p>The text reveals some understanding of the purpose and potential audience for the communication and, where appropriate, aspects of the target language country/countries or culture</p>
<p>Yet to meet expectations</p> <p>A piece of work that falls some way short of the demands of the Classroom-Based Assessment and its associated features. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed.</p>	<p>Ideas are frequently communicated unclearly and are limited to very basic words and phrases</p> <p>The text shows little or no awareness of language and social conventions or of language patterns</p> <p>The text reveals little or no understanding of the purpose and potential audience for the communication or aspects of the target language country/countries or culture</p>

Students select their best texts within the timeframe stipulated by the NCCA. They are free to choose any three items they have created over the time period, to submit for assessment, as long as at least one text is in oral format and at least one text shows awareness of aspects of the country/ countries and/ or culture of the language. Teachers assess each text individually using the features of quality. Expectations of the standard they achieve will be at a level appropriate to their age and experience at that stage in their language learning in junior cycle.

TEACHER ANNOTATIONS USING THE FEATURES OF QUALITY

NOTE: Student 1 (writing in orange boxes is being assessed).

Ideas are communicated clearly enough to be understood with limited accuracy and range of vocabulary on the whole. There are some also good examples of adverbs (e.g. “*especialmente*”, “*tan*”) and complex structures (e.g. “*Tengo noticias importantes que decirte*”).

Language patterns are limited in the text, particularly with reference to the language patterns in oral format (‘*Este Madrid*’ instead of ‘*Es de Madrid.*’) Feedback might point to working on punctuation and the inclusion of tildes.

The work includes good use of the third person (e.g. ‘*se llama*’; ‘*le gustan*’) and impresses by using this verb correctly and making appropriate agreements (e.g. “*Le gustan deportes*”). The adjectives such as ‘*guapo*’ and ‘*gracioso*’ are also well used and appropriate in the context and there is some good language awareness evident in the piece (e.g. “*Tiene 15 años*”).

The work reveals some understanding of the purpose of the task as the student successfully interacts with their exchange partner; by understanding and responding to questions asked and maintaining the conversation. The student is aware of what will interest their audience and chooses a topic of interest to their age group and is able to clearly convey these ideas, i.e. to describe Pablo.

On the whole while feedback might point to areas needing further attention as outlined above, the work is generally competent.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



In line with expectations

The annotations capture observations by the student's teacher, using the features of quality, with a view to establishing the level of achievement this work reflects. The annotations and judgments were confirmed by a Quality Assurance group, consisting of practicing MFL teachers and representatives of the Inspectorate, the State Exams Commission and the Junior Cycle for Teachers support service.



Exceptional



Above expectations



In line with expectations



Yet to meet expectations