

## **TASK**

Write a letter/email to introduce yourself which can be used to match you to a suitable student in your partner school

## **FORMAT**

Written

## **TITLE**

Je me présente

## **TEACHING AND LEARNING CONTEXT**

Every year the school runs an exchange programme with a partner school in France with TY students. To match Irish students with a suitable student in France, Irish students write a letter to introduce themselves. The teacher in France then uses that letter to match the students with a French student who will become their penpal and they will eventually stay with each other.

In this task the students were asked to imagine what they might write in their initial letter to help the French teacher match them with a student they would things in common with.

**STUDENT WORK**

Salut!

J'e m'appelle Ro. J'e 14 ans. J'habite a Allendale au Dublin. j'habite avec ma mère, mon beau-père et ma petite soeur. Ma mère est drôle, aimante et gentille. Mon beau-père est cool, drôle et serviable. Ma petite soeur est mignon, drôle et fort!

Je vais parler mon loisirs. J'aime regard le télévision. Móon genes préféreé son comédie est le horreur. Mon acteur favori Bill Hader parce qu'il est drôle et mon actrice favori Kate Mckinnion parce elle est joile est très drôle. Qui est votre préféreé? Mon films favori son 'IT' est 'IT: Chapter 2". J'aime les films d'horreur, les films d'action est les thrillers. Aimez-vous ces films?

J'aime la musique! Mon artiste préféreé Cavetown et ma chansons préféreé son 'Boys will be bugs' et 'Home'. Mon genre préféreé est la musique rock. Quel est ton musique préféreé? Aimez-vous le rock? Je déteste le musique country.

J'aime le sport! Le faites vous? Mes sports préféreé son Basket et le foot. J'aime le tir à l'arc. J'aime je joue mes amie.

## Features of Quality: Student Language Portfolio

<p><b>Exceptional</b></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><b>Above expectations</b></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><b>In line with expectations</b></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><b>Yet to meet expectations</b></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

On the whole ideas are communicated clearly enough to be understood. Fluency and accuracy are limited. Although the student has not successfully manipulated possessive pronouns (e.g. they have not changed *mon* to *mes*), and there are incorrect gender agreements (e.g. *préféréé* and using *ton* instead of *ta* for feminine) these errors do not impact on the overall clarity of the communication.

While there is a good range of adjectives, the text would benefit from a similar range of nouns and verbs (*aimer* is repeated numerous times and the student also uses the verb *préférer* a lot).

The text shows a limited awareness of language and social conventions and of language patterns and social conventions. The student asks questions, which is a positive although this is hindered by the lack of accuracy.

The Student clearly understood the task and has successfully communicated their message, which is to introduce themselves so they can be matched with a student in France.

Overall the work shows a good understanding of the task in hand and 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.