

## **TASK**

The task is to suggest suitable items for the exchange trip to Ireland to their exchange partner

## **FORMAT**

Written

## **TITLE**

Hasta pronto mi amigo

## **TEACHING AND LEARNING CONTEXT**

Students were asked to write a message to their Spanish speaking exchange partner in advance of their trip to Ireland. In the message the students were suggest suitable items that their exchange student might wish to pack for the trip.

👋🥰 ¡Hola Juan! ¿Qué tal? ¡Soy Kiran! Vienes dentro 🌊 de una semana, ¡Qué guay! Estará llueve 🌧️ y nieva 🌨️ la semana que viene T\_T. Debes traer un abrigo y el paraguas porque el martes, vamos de excursión 🏞️ a ver al Glendalough y habrá muchas lluvias 🌧️ y hará frío ❄️ en la mañana 🌞 y bueno en la tarde 🌆 O.O . 😞 Creo que debes traer el cargador 🔌 porque necesitarás tu teléfono móvil 📱 porque vamos a chatear por Skype 🗣️. Debes traer un poco euros 🇪🇺 porque vamos a ver al centro de ciudad 🏙️ y quieres los recuerdos 🎁 y las comidas 🍷, ¿No? Finalmente... ¡Pienso que debes traer una sonrisa grande 😁 porque será muy divertido 🐱🐶!deberías dormir ahora porque es muy tarde 🌙. ¡Hasta pronto mi amigo! 🤝🥰

## 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

Ideas are communicated clearly, with a good accuracy and a very good range of vocabulary, including weather, clothes, accessories, ideas-opinions, going to city, explanations to elaborate why, etc. There are some examples of rich vocabulary including “*dentro una semana*”; “*la semana che viene*”; “*creo que*”; “*pienso que*”.

While there are some mistakes in accuracy and language patterns (e.g. “*en la manana*”, “*en la tarde*”, “*Estará llueve*”) there is also evidence of some impressive structures (e.g. “*habrá*”; “*hará frío*”; “*debrías dormir*” and the use of the ‘*nosotros*’ form). There is also a wide range of tenses used appropriately and the text shows good awareness of language patterns and conventions.

The text reveals a good understanding of the purpose and potential audience for the communication. The purpose of the task is to suggest items for the exchange student to bring to Ireland on their trip. The student clearly demonstrates that they understand the task and fulfil its purpose and stays on task by referring to specific activities on the week’s itinerary, suggesting items suitable for the target audience/student to bring such as ‘*cargador*’ and ‘*paraguas*’.

It is clear that the student was thinking of the audience, when they tell the exchange student to bring a charger and a smile! This shows a good understanding of social conventions. The ‘*tú*’ form is correctly employed as are the expressions “*chatear por Skype*”; “*¡Que guay!*” which shows appropriate use of social conventions. The use of words such as ‘*Finalmente*’, show the student communicating with the audience.

While feedback might point to the necessity to address some aspect of the work as outlined above, on the whole the work is of a high standard

## LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Above 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