



Assessment Task – Modern Foreign Languages

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Introduction

Students complete a written Assessment Task to be submitted to the State Examinations Commission for marking as part of the state-certified examination for Modern Foreign Language. It will be allocated 10% of the marks used to determine the grade awarded by the State Examinations Commission. The Assessment Task is directly related to the nature and focus of Classroom-Based Assessment 2: Student Language Portfolio.

The purpose of the Assessment Task is for students to undertake a focused reflection on their language learning through compiling their Student Language Portfolio for Classroom-Based Assessment 2.

The Assessment Task will assess the students in aspects of their learning including:

- Their ability to outline and/or discuss their experience of compiling a portfolio of language learning - their understanding and evaluation of that experience
- Their capacity to reflect on the skills they have developed
- Their understanding of a cultural aspect of the target language country about which there will be evidence of learning in the student's portfolio.

As the key purpose of the Assessment Task is to encourage student reflection on the process of language learning, the questions and answers will be in the language of schooling.

The Assessment Task is at a Common Level and the questions posed will take into account the broad cohort of students taking the assessment. It consists of two stages: firstly, discussing and reflecting on their language learning, as captured in their student language portfolio; and secondly, writing up and completing their Assessment Task booklet.

Timing of MFL Assessment Task 2020

The MFL Assessment Task will be scheduled by schools to be completed over two classes within a one-week period, as decided by the school. This week will fall between Monday 6th January and Monday 23rd March 2020.

The Assessment Task is completed over 80 minutes within a double class period or two single class periods. The 80 minute time period is divided into two stages: The first stage (40 minutes) is used for preparation purposes; the second stage (40 minutes) is used for writing up their response to the task. The AT, as outlined below, is based on the principal objective of The Student Language Portfolio, which offers students a chance to reflect on the process of language learning and to showcase their language learning achievements by compiling a portfolio of a broad range of texts.

Students must complete Classroom-Based Assessment 2: The Student Language Portfolio before completing the Assessment Task.

The task is completed in two stages of 40 minutes each.

Note: Irrespective of whether students complete the Assessment Task during two single classes or during a double class, the task is completed in a maximum of 80 minutes

Submission of Booklets

The student's response is written into a pro-forma booklet and the school forwards the completed booklets for the Assessment Task in accordance with arrangements set out by the State Examinations Commission (SEC).

The mark awarded for the Assessment Task will be aggregated by the SEC with the mark awarded for the written examination to determine the overall grade for the state-certified final examination in the relevant modern foreign languages.

Where a student is absent for the completion of all or part of the Assessment Task, schools should make local arrangements in the school to allow the student to complete the task as close as possible to the timeframe scheduled for completion.

Process for completing the Assessment Task

The Assessment Task is based on the second Classroom-Based Assessment for Junior Cycle Modern Foreign Languages. The student language portfolio focuses on the process of language learning. It provides the MFL student with an opportunity to set personal learning goals, to engage with and reflect on their language learning, and to develop their socio-cultural and intercultural awareness. Students learn a lot from the process of language acquisition when they use a portfolio to document and reflect on their learning and develop confidence in interaction and an awareness of the process of language acquisition.

First Stage (Class period 1): Discussion and Reflection (40 minutes)

Stimulus and discussion: approx. 15 minutes

Students read/ watch/ listen to and then discuss one piece of stimulus material from the stimulus material options [available here on curriculum online](#).

Discussion centres on the process of language learning and how the stimulus mirrors and/or diverges from students' personal experiences of language learning. Discussion can happen in pairs, small groups and/or as a whole class. The stimulus' purpose is to provoke and stimulate discussion and reflection by students on their own experiences. It is a springboard for their thinking. However, as the task asks students to offer insights into their personal experiences, they do not need to refer to the stimulus in their answers.

Reflection and preparation: approx. 25 minutes

Students read the questions in the booklet (section A), are given the writing prompts for section B (below) and think about how they might respond. Silent reflection time, for the most part, is envisaged here. Teachers may read the questions aloud and/or clarify the meaning of words or phrases, as appropriate, to ensure that the task is accessible to all. Supports which are available to students throughout the school year continue to be available whilst they complete the Assessment Task.

Students may wish to consider any reflections and/or reflection notes relating to the three texts which they submitted for assessment. This will help them to decide which aspects of the language learning experiences to date they will draw upon to answer section A. They may also make reference to other texts and language learning experiences in responding to the section B prompts. However, due to the multi-modal and digital nature of many of the texts in the student language portfolio, it is not envisioned that students will have access to their portfolio when completing the Assessment Task.

Students may reflect on potential answers overnight but completing the booklet is done during a supervised sitting of forty minutes duration. In this context, students may take note of the questions/prompts but should not bring the booklet home, nor should they bring pre-prepared written answers to the next class when they will complete the booklet.

Second Stage (Class Period 2): 40 minutes

(next timetabled MFL class you have with this group)

Writing: approx. 35 minutes

- As stated above, students have access to any reflections or reflection notes they completed when creating their texts.
- Students complete the booklet independently, whilst teachers supervise without intervention/assistance, except where support is required to remove barriers to learning, in line with the supports available to the student(s) throughout the school year.

Submission: approx. 5 minutes

- Students label their answer booklets clearly and the teacher follows school procedures for storing/submitting booklets to the SEC.
- Student texts from their portfolio are not sent to the SEC.

Section A

Reflecting on texts

Question 1

- a) Give the **titles** and **formats** of the **three** texts from your Student Language Portfolio which you selected for assessment.
- b) Why did you choose these texts?

Question 2

- a) Choose **one** of these texts and explain what you have learned about the language and/ or culture from creating it.
- b) Explain what you would do differently the next time you created the same kind of text.

Question 3

Think about the process of creating your Student Language Portfolio and write a short paragraph in response to **two** of the following **prompts**, in the spaces provided in the booklet:

- (a) How creating a text about a topic that interests me helped my language learning (the text can be in any format e.g. oral, written, digital etc).
- (b) How my awareness of language patterns helped me as a language learner
- (c) How a specific piece of feedback was useful to me, as a language learner.
- (d) How my understanding of customs or behaviours in the target language* country has helped my language learning.
- (e) A specific piece of advice I would give to other language learners.

*Target language = the modern foreign language that you are learning in school

Guidance for teachers

What do I need to do before and during the Assessment Task?

Before:

- Pre-select **one piece of stimulus material** from the options above.
- Take note of the specified prompts for Section B (see above, page 11) as these will not be printed in the booklet.
- Student reflection notes may help them to complete the task. Remind students to have these with them

During: stage 1 - 40 minutes

- Show students the stimulus material. Allow time for discussion¹.
- Give students the assessment task booklets and the specified section B writing prompts and time to think. Where appropriate, teachers may read questions aloud and/or clarify the meaning of words or phrases for students.

During: stage 2 – 40 minutes

- Supervise as students write their answers into the booklet.
- Gather all clearly labelled booklets and then follow established school procedures for storing/submitting material to the SEC.

Note: Irrespective of whether your students complete the Assessment Task during two single classes or during a double class, the steps outlined above apply such that the task is completed in a maximum of 80 minutes.

¹ Note: as outlined on p7 above, the stimulus' purpose is to stimulate discussion and reflection by students on their own experiences. They do not need to refer to the stimulus in their answers.

