

TASK

Write a blog in TwinSpace about what you have done in the past week, so your exchange student knows what to expect when they come to stay!

FORMAT

Written

TITLE

Il Mio Blog

TEACHING AND LEARNING CONTEXT

Students were learning about daily routines in the target language countries and cultures and comparing them with their own. They were also learning to write short descriptions of past events.

Students were then asked to write a blog in TwinSpace to explain what they had been doing over the past week

Student work

TASK - Ragn...

Ciao ragazzi, benvenuti sul mio blog. Oggi vi parlo di che cosa ho fatto la settimana scorsa.

~~Lunedì~~ Lunedì sono andata a scuola alle otto e sono tornata a casa alle cinque. Ho cenato e iniziato i compiti. Sono andata a camogie alle sei e mezza. Dopo il camogie ho finito i compiti e sono andata a letto.

Martedì sono andata a scuola alle otto e sono tornata a casa alle quattro. Ho cenato e ho iniziato i compiti. Ho guardato la televisione. Sono andata a letto alle dieci.

Mercoledì sono andata a scuola alle otto e sono tornata a casa alle cinque. Ho cenato e ho iniziato i compiti. Sono andata a letto.

Giovedì sono andata a scuola e sono tornata a casa alle cinque. Ho cenato e ho iniziato i compiti. Sono andata a ballare alle sei. Dopo il ballare ho finito i compiti e sono andata a letto.

Venerdì sono andata a scuola e sono tornata a casa alle uno e mezza. Venerdì è mezza giornata. Ho cenato e ho iniziato i compiti. Sono andata a letto.

Sabato ho fatto colazione. Sono andata al centro commerciale. Ho cenato bene. Sono andata a letto alle undici.

La Domenica ho ^{guardato} visto un film su netflix. Ho pranzato alle due. Sono andata camminare con la mia cane. Dopo cena ho chiacchierato con i miei amici. Ho studiato per un'ora e sono andata a letto alle dieci e mezza.

Ci vediamo la prossima settimana.

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

The student communicates their ideas very clearly, the text is coherent and accuracy is good. The student expresses times correctly and appropriately (e.g. *“alle otto”, “alle sei”; “alle dieci e mezza”*). While there are some errors (e.g. a mistake when attempting the singular form *“alle uno e mezzo”*) this does not impede overall communication. There is a range of verbs and tenses used appropriately and the work demonstrates an understanding of when and where to make agreements (e.g. *“ho cenato”; “sono tornata”; “ho fatto”*) although there are some minor errors at times (e.g. *“sono andato/a”; “la mia cane”*).

The range of vocabulary in the text is good such as the different activities that are mentioned (e.g. *“ho guardato la televisione”; “sono andata a ballare”; “ho chiacchierato”*). Feedback might point to focusing on correct spelling and appropriate use of accents (e.g. *“mercoleidi”*).

The student uses good language patterns which are relevant to the task (e.g. the time, the days and past tense as well as some basic linking words) and shows a good awareness of language and social conventions (*“Ciao”*). The student also addresses the audience appropriately albeit with an error (*“Oggi vi parlaro di”...*). In spite of this and other minor errors, the information provided for the exchange student about a typical week in the life of this student (school times, activities, etc.) and the sign-off at the end shows a good understanding of the purpose and potential audience.

Overall this is a piece of work that shows a clear understanding of each area of the task. Feedback might point to some aspect of the work in need of further attention as outlined above however, 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