

## TASK

Create a presentation for your classmates about your ideal destination in a Spanish-speaking country of your choice.

## FORMAT

Written

## TITLE

Mi Destino Ideal

## TEACHING AND LEARNING CONTEXT

Students were asked to create a presentation about their ideal destination in a Spanish-speaking country of their choice. These presentations were then showcased to their classmates.



View a PDF of this Powerpoint presentation on [www.curriculumonline.ie](http://www.curriculumonline.ie)

## 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 very clearly in the text, with a very good range of vocabulary appropriate to the task including clothes (e.g. un traje de baño, las camisetas y chanclas), food (e.g. *Calaveras de Azúcar, Pan de Muertos, Chilaquiles, Pozoles y Taco*) and subject-specific vocabulary (“*el cementerio*”; “*decoran sus lápidas con velas y flores*”; “*Hay desfiles en las calles con carrozas y calaveras de colores*”).

An impressive range of verbs are employed and with very good accuracy (e.g. “*el sol brilla*”). There is good understanding of the verbs *ser* and *estar* evident (e.g. “*La Ciudad de México está en el centro de México*”; “*Pero mi sueño es ver un partido de fútbol en el Estadio Azteca*”). Adverbs are used effectively to enrich the text (e.g. *generalmente, normalmente*) and there are examples of very good agreements between nouns and adjectives (e.g. *platos famosos.*). While there are some errors in accuracy (e.g. numbers 1519 & 208, prepositions *de/en*) these are common errors at this age and stage of learning and do not impede communication.

There is very good awareness of language and social conventions and of language patterns in the text. While the task did not demand the use of the conditional tense and the ideas could have been expressed using simple grammatical structures, the text shows a good command of the tense (e.g. “*Me quedaría*”; “*Me encantaría*”).

A very good understanding of the purpose is evident and content was very well chosen for the intended audience including references to sport and other cultural areas of learning (e.g. The Day of the Dead and tourist sites). This shows a very good awareness of Mexico and its culture.

On the whole this is a piece of work that is of a very high standard and the strengths of the work far outstrip its flaws.

## LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Exceptional

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