

TASK

Write a piece for the French Class Blog entitled “Comment mener une vie saine ».

FORMAT

Written

TITLE

Le Blog de Class

TEACHING AND LEARNING CONTEXT

For a healthy eating week in the school, students in this class were asked to write a speech about healthy eating that would be published on the class blog.

Student work

Comment mener une vie saine

Bonjour mes amis! Je m'appelle Grace

Je vais vous expliquer comment mener une vie saine.

Aimes-tu rester à la maison et regarder trop de Netflix?

Aimes-tu les sport? le golf?

Aimes-tu les sport? la gymnastique?

vraiment ... ?

Pour vivre une vie saine, on doit ...

manger des fruits et des légumes chaque jour

boire deux litres d'eau par jour

dormir huit heures par nuit.

la semaine prochaine je vais faire la gymnastique, le golf, la natation!

C'est vas la. Tu doit faire aussi

chow

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

Ideas are communicated clearly enough to be understood and with good accuracy, good fluency and a limited range of vocabulary. The student also asks questions correctly and has understood modal verbs.

From the outset the student demonstrates that they understand the purpose of the communication and the target audience. The use of questions is effective as it fulfils the purpose of getting the audience to think about what a healthy life might look like. The candidate uses the modal structure “on doit”... to list, albeit with limited fluency, some advice for students.

There is a limited awareness of language and limited fluency which is shown through a lack of basic connectors and link words.

To improve the work the candidate could expand the advice and use link words such as aussi, et, quelquefois, mais). Feedback might also point to the student’s spelling and that not relying on phonics to spell frequently used words which would also help to improve this piece and their overall language learning.

On the whole this is 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 as outlined above but the work 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.