

## **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 or type a suitable blog entry that they could then put onto TwinSpace to explain what they had been doing over the past week

**Student Work**

Ciao Ragazzi!

Benvenuti nel mio blog. Oggi parlerò di quello che è successo questo settimana. Purtroppo questa settimana è stata molto noiosa ma non vedo l'ora che arrivi il fine settimana perché sabato vado alla festa dei miei amici.

**VENERDÌ** ⇒

Venerdì mi sono alzata molto presto e sono andata a correre prima di prendere l'autobus per andare a scuola. Ho avuto così tanti compiti quel giorno e ho impiegato molte ore per farli. Quando ho finito i compiti ho preparato la cena per tutta la mia famiglia.

**MARTEDÌ** ⇒

Non ero molto impegnata martedì. Sono andata al supermercato dopo le scuole per comprare gli ingredienti perché cuciniamo a scuola mercoledì.

**MERCOLEDÌ** ⇒

Mercoledì abbiamo fatto muffins a scuola. Sono stati deliziosi. Dopo la scuola sono andata a trovare i miei nonni. Ho dato loro alcuni dei muffins. Sono stati così felici.

**GIOVEDÌ** ⇒

Giovedì sera sono andata a una partita di calcio. La mia squadra ha vinto. Ora possiamo giocare in finale.

**VENERDÌ** ⇒

Venerdì sono andata in città dopo la scuola per comprare un regalo alle mie amiche per il suo compleanno. Ho comprato dei vestiti, trucco e gioielli. Quando sono tornata a casa ho avvolto il regalo e ho dormito bene la notte per non essere stanca per la festa del giorno dopo.

**SABATO** ⇒

Sabato sono andata alla festa dei miei amici. È stato così divertente. Abbiamo ballato, abbiamo cantato canzoni, e abbiamo mangiato sacco di cibo. Non sono tornata a casa fino a tarda notte.

**DOMENICA** ⇒

Domenica sono stato così stanco e ho dormito quasi tutto il giorno.

Ciao Ragazzi, questa è la fine del blog di questa settimana. Tornò la settimana prossima!

## 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

The student communicates ideas very clearly and coherently and the text shows a good understanding of the task in hand.

On the whole accuracy is good and the text shows very good understanding of language patterns and conventions. The work includes some complex sentence structures with correct agreements (e.g. *“Questa settimana è stata molto noiosa ma non vedo l’ora che arrivi il fine settimana”*.)

There is an appropriate use of passato prossimo/ imperfetto, connectors and adjectives (e.g. *“Mi sono alzata”; “tanti compiti”*). The work also displays a wide range of vocabulary (e.g. *“trucco”; “vestiti”; “stanca”; “impegnata”; “sono andata a trovare i miei nonni”*).

While occasional spelling mistakes are present (e.g. *“Purtroppo”; “sabado”; “Tutt la ma famiglia”*) and there are errors with past tense, and prepositions this does not impede communication. Feedback for future work might suggest more care is taken in this regard.

The text shows very good awareness of social conventions and a very good understanding of the purpose and potential audience, with the appropriate register used to address young people (e.g. *“Benvenuti”; “ciao ragazzi.”*)

### QA Note

The QA group wishes to note that while there are a number of inaccuracies including some basic mistakes (e.g. misspelling and omission of accents on some days of week), on balance this is a piece of work that reflects the features to a very high standard and in which the strengths 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