

TASK

Respond to Luca's Whatsapp message in writing or by recording a Whatsapp message.

Da: Luca
Ciao ragazzi! Manca solo una settimana! Non vediamo l'ora di essere in Irlanda. Ma ditemi, che cosa mangiate di solito in Irlanda? I pasti sono simili ai nostri in Italia?

FORMAT

Written

TITLE

Che cosa mangiate di solito in Irlanda?

TEACHING AND LEARNING CONTEXT

The students were learning about aspects of the target language country in relation to everyday living and social conventions. They were also learning to write short descriptions about present and future events and to analyse similarities and differences in relation to their peers' lives in the target language countries in the areas of eating habits. In this task the teacher gave the students a piece of stimulus in the form of a Whatsapp message and asked them to respond orally or in writing.

Student work

Gli Irlandesi fanno colazione alle sette.

Gli Irlandesi fanno colazione a casa.

Gli Irlandesi fanno colazione con gli amici, con la famiglia, con i colleghi.

Gli Irlandesi generalmente mangiano i cereali no pane e marmellato con un caffè, un té e un succo d'arancia.

Gli Irlandesi fanno colazione Irlandese

I pasti non sono simili al nostri in Italia.

La tradizionale cena Irlandese è la cena di manzo, che include manzo, patate, verdure e sugo.

La turchia e il prosciutto sono anche una cena tradizionale irlandese, che include, tacchino, prosciutto, patate, verdure e salsa.

Features of Quality: Student Language Portfolio

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| <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

This is a piece of work that reflects most of the features of quality well. Ideas are communicated clearly with limited accuracy and the text displays a good range of vocabulary (“*un succo d’arancia*”, “*prosciutto*”, “*tacchino*”, “*manzo*”, “*sugo*” etc.).

There is a limited awareness of language patterns with some good sentence formation (good placement of “*generalmente*”) and a range of verbs (“*fare*”; “*mangiare*”; “*essere*”; “*includere*”) including some in the third person (“*fanno*”; “*mangiano*”; “*sono*”). Some articles are missing and feedback could point the student to this and also to appropriate manipulation of the stimulus material (e.g. “*...simili ai nostri in Italia*” where the student should have said “*ai vostri*”)

While there is limited language awareness at times (e.g. when the student uses Irish in the text - ‘*no*’ instead of ‘*o*’), overall the text reads well and shows a limited awareness of social conventions. Feedback could direct the student to addressing the potential audience appropriately (the student did not address Luca when responding to the stimulus.) In the text the student notes (albeit with an error as mentioned above) that the meals in Ireland are not similar to meals in Italy. Feedback could also point to expanding on this by explaining how they might differ.

Overall while feedback might point to areas needing further attention, 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.



Exceptional



Above expectations



In line with expectations



Yet to meet expectations