

TASK

Describe an imaginary bedroom and attach a picture of it (it should not be your real bedroom).

FORMAT

Written (with an accompanying photo)

TITLE

Ma chambre

TEACHING AND LEARNING CONTEXT

Students were asked to imagine that they had to describe their bedroom to another student and to accompany the description with a photo.

STUDENT WORK

Salut! Je m'appelle Irene et bienvenue dans ma chambre. Elle est très grande et brillant. Chambre, il y a un bureau. L'ordinateur. Le cahier est à côté de l'ordinateur. Je fais mes devoirs dans le cahier. Le pot d'or est devant la table. Dans le pot d'or, il y a un paire, des stylos et des crayons. La photo est sur un photo de mes parents. Ma mère s'appelle Marie. Elle est douce. Ma père s'appelle Philippe. Il est gentil. Une photo de Londres est à côté de la photo de mes parents. J'adore Londres. Une couverture gris est sur la chaise. Je ne partage pas ma chambre avec ma sœur, elle a sa propre chambre. J'aime écouter de la musique et lire sur mon lit. Ma chambre très confortable.



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 with a fairly good fluency and limited accuracy. Prepositions are used well however there is a lack of any complex structures (Chambre il y a un bureau) and one sentence has only one word (e.g. “L’ordinateur”).

The student shows some good awareness of languages patterns and conventions (e.g. “Je ne partage pas ma chambre avec ma sœur, elle a sa propre chambre”) although feedback might point to the importance of including a verb in every sentence as there are several instances where there are none (e.g. “l’ordinateur sur le bureau”; “ma chambre très confortable). Feedback might also point to the importance of making correct agreements as there are some errors in this regard (e.g. “elle est grande et brillant; “une couverture gris”; “ma pere”).

The text reveals a good understanding of the purpose and potential audience as the student greets and welcomes the reader/listener at the beginning (“Salut... et bienvenue dans ma chambre”).

Therefore, while there some aspects of the work are good, on balance this is a piece of work that would best be described as generally competent and shows a good understanding of the task in hand.

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.