

TASK

Contact your exchange partner in advance of your trip to Spain to find out information about the upcoming exchange

FORMAT

Written (SMS) conversation

TITLE

¿Cómo estás?

TEACHING AND LEARNING CONTEXT

Students were asked to imagine that they were an Irish or Spanish-speaking student and to write a text conversation in which they described where they lived.

NOTE: The student being assessed here is “Rodrigo”. His work is in the blue boxes. The descriptor awarded and annotations are for his work only.

View a video of this text conversation (in “textingstory.com” which the student used) on www.curriculumonline.ie

textingstory.com

Rodrigo

Alex

¡Hola! ¿Cómo estás?

!Hola! Estoy bien, gracias

Tengo muchas ganas de ir a Ashbourne

¿Cuándo vienes?

Llegó el 9 de Abril en Aeropuerto de Dublín, a las dos y media

Vale, Gracias

¿Qué ropa debo llevar?

Debes llevar unos pantalones, un pantalón cuartos, un jersey, un chaqueta, algunas camisetas y zapatos deportivos

¿Porqué debo traer una chaqueta en Abril?

En Abril hay chubascos y hace frío

Qué extraño hahahaha

Yo sé

Estoy emocionado visitarte y tu familia

¿Cuántos hermanos tienes?

Hay dos hermanos y una hermana, sus nombres son Luke, Seán y Amy

¡Yo también! Sus nombres son Juan, Pedro y Pilar

Cuandés estes aquí podemos tomar el autobús a Dublín y ir a centro comerciales

Suena bien

¿Comó es Ashbourne?

Está Ashbourne bastante pequeña, Hay unas pocas tiendas , un cine y el campo de fútbol

¿Y tú?

Está Barcelona bastante grande. Hat muchos edificios y no bien el sistema de transporte. Los autobuses siempre llegan tarde

No está bien hahahahaha

Sí hahahaha

Me tengo que ir ¡Adíos!

¡Adíos!

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

NOTE: these annotations refer to Rodrigo (writing in blue)

Ideas are communicated clearly in the text with good fluency and accuracy as well as a good range of vocabulary (e.g. “*Tengo muchas ganas de ir*”; “*Qué ropa debo llevar?*”) The student shows a good understanding of how to ask and answer questions and does so effectively throughout the text.

While there are some errors in language patterns (*Está Barcelona bastante grande, No bien el sistema de transporte*), they do not impede the conversation and communication. There are also a number of errors with accents and spellings (e.g. *Llegó, ¿Porqué?* and *Hat.*) although these are also typical typos that might be made when texting so feedback could encourage the student to check the accuracy of the work.

A very good understanding of the purpose and audience is evident as the student keeps the conversation flowing by asking relevant questions as needed as well as responding to his partner. The student also shows an awareness of social conventions used in conversations, reacting appropriately to the other student with exclamations such as “*Qué extraño*” and “*Suena bien*”.

The text reveals good cultural awareness of the target language country, evident when Rodrigo asks why a rain coat would be needed in Ireland in April (*Porqué debo traer una chaqueta en Abril?*). Feedback might point to some social conventions that the student may not be aware of (e.g. laughing in a Spanish text is “*jajaja*” and not “*hahaha*” as it is in English).

Overall 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, as outlined above, but on the whole the work is of a high standard.

LEVEL OF ACHIEVEMENT

Best fit on balance judgement =



Above 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.