

Internal Assessment Resource

Languages Level 1

**EXPIRED**

This resource supports assessment against:

Achievement Standard 90912 version 2

Standard title: Write a variety of text types in Spanish on areas of most immediate relevance

**Credits:** 5

Resource title: Planning a School Exchange

**Resource reference:** Languages 1.5A v5 Spanish

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| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | March 2017 Version 5To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-03-2017-90912-05-4768 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to develop a writing portfolio in which they gather evidence of their ability to write in Spanish. The students will keep all of their writing throughout the year and then select a minimum of two pieces of writing that they decide are the best and most effective.

The context of this portfolio is a school exchange. The writing work that students complete during the year is in preparation for the exchange and allows students to make contact with the (imaginary) exchange school.

For this portfolio, a variety of contexts and scenarios for writing are possible, and the selection will depend on individual teaching programmes and the interests and needs of your students.

It is important that you require students to write a range of different text types that are for genuine purposes and that allow students to show their control of written language in different contexts. For further details, see the Senior Secondary Teaching and Learning Guides for Languages: <http://seniorsecondary.tki.org.nz/>

The writing tasks could be in both free (spontaneous) and controlled (prepared) situations.

The writing for the exchanges could include, for example:

* a poster glog the student creates and adds to during the year, which gives information about them and their school
* a letter the student writes to their prospective host family telling them about themselves and asking about the host family
* the text of a speech about their home town in case the student is asked to talk in front of students in Spain
* contributions to a class blog planning the itinerary, with things the student wants and doesn’t want to do
* a list of useful expressions the student thinks they might need when they are there. Students will need to think about the types of situations they might be in and anticipate the language they will need.

Adapt these to suit your students and context or use them as a guide to create your own texts.

Conditions

Students will need to begin writing and storing texts from the beginning of the assessment process (which may be as early as term 1).

You or the students will need to store each piece of writing in a safe and accessible location. See Additional information for some suggestions.

Students should not include extracts from external sources without acknowledging the sources. Do not include any extracts from such sources for consideration in your final achievement judgement.

Provided a student’s writing meets the communicative purposes of the tasks, the length may vary. A total minimum length of about 300 words is suggested. However, at all times, quality is more important than length.

Make sure you give feedback to students throughout the year to help them to submit written texts that represent their best work. You might ask a student to change their selection if you think it does not reflect their full ability.

Assess the students holistically across the range of evidence provided. Students need to show they can use the language consciously and reasonably consistently, rather than accidentally and occasionally.

Resource requirements

If students write a glog or blog, they will need access to a computer.

Additional information

Decide at the beginning of the year on a suitable method of storing the writing, for example:

* in a named plastic or manila folder kept at school, for all hard copies
* in a named file on the teacher’s laptop or a suitable school computer, for digital entries
* in a named file in a digital portfolio tool such as a class wiki, blog, or Moodle page.

For more information about creating a poster glog, go to Software for Learning at <http://softwareforlearning.tki.org.nz/> and search for “Glogster”.

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Student instructions

Introduction

This activity requires you to write a variety of texts of different types in Spanish. All of your writing will be based on the topics and language you are studying at the time.

You will complete this work over time, throughout the year. Your teacher will provide specific details.

Teacher note: Provide specific details to suit your context, including such aspects as final submission due date, in- or out-of-class work, and whether or not you will allow them to rework their writing before their final submission.

You will be assessed on how well you use written Spanish to communicate personal information, ideas and opinions in a range of different text types.

Task

During the year, write a variety of texts in Spanish to communicate personal information, ideas and opinions.

At the end of the year, select your best work for assessment.

School exchange scenario

Over the Christmas holidays, you are going with your Spanish class on an exchange to Spain. A Spanish school will billet you. Your teachers have arranged for you to have various written exchanges with the Spanish students during the year so you can get to know each other a bit better.

The writing for the exchanges could include, for example:

* a poster glog you add to during the year, which gives information about you and your school
* a letter you write to your prospective host family telling them about yourself and asking about the host family
* the text of a speech about your home town in case you are asked to talk in front of students in Spain
* contributions to a class blog planning the itinerary, with things you want and don’t want to do
* another text type that you agree on with your teacher.

As you complete these, store them safely as directed by your teacher.

Teacher note: Provide specific instructions to suit your context, for example, in a manila folder or clear file in the classroom, on the school server, or on a class page set up on a digital site such as a blog, wiki, or Moodle page.

At the end of the assessment period, select a minimum of two of your written texts for your final portfolio for assessment.

Select for your portfolio the pieces of your writing you think are the best and most effective. Include a variety of text types and make sure that in your selected texts, your total written contribution is about 300 words or more. Quality is more important than quantity.

All work must be your own. You should not include extracts from external sources without acknowledging the sources, and these extracts will not count towards the assessment.

You may not use the language from the language samples unless it is significantly reworked.

Assessment schedule: Languages 90912 Spanish – Planning a School Exchange

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student writes a variety of text types in Spanish on areas of most immediate relevance.The student provides a collection of at least two examples of written texts.The student texts are of different text types and are for genuine purposes. The texts provide a total of about 300 words. The texts communicate basic personal information, ideas and opinions. Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.The student achieves communication overall, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.For example:En Nueva Zelanda hay mucho de interés. En Rotorua se pueden visitar las tribus maorís. En Auckland se pueden ver partidos de rugby y en Queenstown se puede esquiar. Durante las vacaciones de invierno, el año pasado, mi familia y yo fuimos a Queenstown por una semana y nos divertimos mucho, así que vamos a ir de nuevo el próximo año.*The examples above are indicative samples only.* | The student writes a variety of text types in convincing Spanish on areas of most immediate relevance.The student provides a collection of at least two examples of written texts.The student texts are of different text types and are for genuine purposes. The texts provide a total of about 300 words. The texts communicate basic personal information, ideas and opinions.Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.The texts show development of the information, ideas and opinions that is generally credible and connected.The student selects and uses a range of language and language features that are fit for the purpose and audience of the tasks.Inconsistencies do not significantly hinder communication.For example:En Nueva Zelanda hay mucho de interés para los jóvenes y los adultos. Rotorua es una ciudad interesante, allí se pueden visitar las tribus maorís. En Auckland durante el invierno se pueden ver partidos de rugby y en Queenstown, si ha nevado, se puede esquiar. Durante las vacaciones de invierno del año pasado, mi familia y yo fuimos a Queenstown por una semana y nos divertimos mucho, así que vamos a ir de nuevo el próximo año.*The examples above are indicative samples only.* | The student writes a variety of text types in effective Spanish on areas of most immediate relevance.The student provides a collection of at least two examples of written texts.The student texts are of different text types and are for genuine purposes. The texts provide a total of about 300 words. The texts communicate basic personal information, ideas and opinions.Over the texts there is evidence of communicating beyond the immediate context, for example, about the past and/or future.The texts show development of the information, ideas and opinions that is controlled and integrated.The student capably selects and successfully uses a range of language and language features that are fit for the purpose and audience of the tasks.Inconsistencies do not hinder communication.For example:En Nueva Zelanda hay mucho de interés para todo el mundo. Los maorís han vivido en Rotorua desde hace muchísimo tiempo y allí todavía se pueden visitar sus tribus. Auckland era la capital del país en 1841, pero ya no. En esta ciudad se pueden ver partidos de rugby durante el invierno. Finalmente, en Queenstown, en invierno hace mucho frío y si ha nevado, esquiar es la actividad favorita de muchísimos turistas. Yo fui allí por dos semanas y me divertí mucho.*The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.