

Internal Assessment Resource

Achievement Standard Languages 90912: Write a variety of text types in Spanish on areas of most immediate relevance

Resource reference: Languages 1.5B v2 Spanish

Resource title: A Writing Web

Credits: 5

Achievement	Achievement with Merit	Achievement with Excellence
Write a variety of text types in Spanish on areas of most immediate relevance.	Write a variety of text types in convincing Spanish on areas of most immediate relevance.	Write a variety of text types in effective Spanish on areas of most immediate relevance.

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 a community that your class will create.

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

The portfolio must be handed in at the end of TERM 3. Your work remains your own until that time and you may re-work it at any point. Your teacher will give you feedback ONCE for each task and this feedback will be recorded in a Google document in your writing portfolio

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. .

Context: we are planning a class website to create a year-long class record of events and opinions. Your writing will contribute to this website

Write texts

Throughout the year, your teacher will provide a range of text types for you to write. Imagine that all of your writing will be put on the webpage for other students in your class to read.

Possible writing tasks could include, for example:

- creating an imagined or real identity on a social networking site, for example, Facebook, Bebo, Myspace, Twitter, Ning, blogs
- sharing personal information about famous people that you think others will be interested in
- creating an annotated photo album or family tree
- creating a brochure for an activity that you think would interest the class, eg go-karting or a trip to WOW
- writing an email or a text to another member of the community
- writing a community piece, for example, a news story, an advertisement, a review, a weather report, a feature article
- creating promotional material about the a place you have visited or would like to visit, or your school, for example, a brochure, poster, powerpoint or bookmark
- writing a letter, email, postcard about a place you have visited
- writing an invitation to an event that you will be having
- writing about your favourite tv program
- giving feedback about a YouTube video or an online auction or a place you have stayed
- writing interview questions to interview someone important who is coming to school or to survey other students
- writing instructions or a recipe
- writing a story, a plot for a novel, a film or TV script

Your teacher will provide written details of the specific text types and scenarios.

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

STORAGE: It is YOUR responsibility to make sure your written work is stored safely. Put it in a Google folder and give this folder your name, eg. JOE level 1 Writing. Share this folder with your teacher. Please ask if you are not sure how to do this.

At the end of the assessment period, select three to five 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, for example, a letter of complaint, a brochure, an article for a magazine, and a book review.

Make sure that in your selected texts your total written contribution is about 300 words. 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 has been significantly reworked.

Assessment schedule: Languages 90912 Spanish – A Writing Community

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student writes a variety of text types in Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of three to five examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the three to five texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The student achieves communication overall, despite inconsistencies in aspects such as format, spelling, lexical choice, level of formality, language conventions, or language features.</p> <p>For example (Letter of complaint):</p> <p><i>Estimado Señor:</i></p> <p><i>Escribo para protestar por la habitación horrible que tuvimos en su hotel.</i></p> <p><i>Las camas eran demasiado pequeñas y no había agua caliente.</i></p> <p><i>No nos gustó nada. Quiero un reembolso del dinero que pagamos.</i></p>	<p>The student writes a variety of text types in convincing Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of three to five examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the three to five texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas, and opinions that is generally credible and connected.</p> <p>The student selects and uses a range of language and language features that are fit for the purpose and audience of the tasks.</p> <p>Inconsistencies do not significantly hinder communication.</p> <p>For example (Letter of complaint):</p> <p><i>Estimado Señor:</i></p> <p><i>Le escribo porque quiero protestar por la habitación tan horrible que tuvimos en su hotel hace dos semanas.</i></p>	<p>The student writes a variety of text types in effective Spanish on areas of most immediate relevance.</p> <p>The student provides a collection of three to five examples of written texts.</p> <p>The student texts are of different text types and are for genuine purposes.</p> <p>The texts provide a total of about 300 words.</p> <p>The texts communicate basic personal information, ideas and opinions.</p> <p>Over the three to five texts, there is evidence of communicating beyond the immediate context, for example, about the past and/or future.</p> <p>The texts show development of the information, ideas, and opinions that is controlled and integrated.</p> <p>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.</p> <p>Inconsistencies do not hinder communication.</p> <p>For example (Letter of complaint):</p> <p><i>Estimado Señor:</i></p> <p><i>Le escribo para protestar por la habitación que nos dieron en su hotel hace dos semanas. He viajado mucho en los últimos</i></p>

<p><i>Atentamente.</i> <i>Firma</i></p>	<p><i>Pedí una habitación con dos camas dobles. La habitación que nos dieron tenía solo camas individuales. Además no había agua caliente y tuvimos que tomar duchas frías.</i> <i>Atentamente.</i> <i>Firma</i></p>	<p><i>años y esta habitación es la peor que he visto.</i> <i>Cuando hice la reserva, pedí una habitación con dos camas dobles pero en la habitación que nos dieron las camas eran solo camas individuales. Además, tampoco había agua caliente en el baño y no pudimos tomar una buena ducha porque estaba realmente fría.</i> <i>Atentamente</i> <i>Firma</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.