Assessing intercultural language learning
Module 4:
Assessing intercultural language learning

Overview
This module explores a number of considerations in assessing intercultural language learning. For students, developing intercultural communication and understanding/sensitivity involves learning to communicate interculturally and learning-how-to continue to learn how to communicate interculturally in increasingly sophisticated contexts. This means that students are both performers and analysers of language and culture in communication.

The module focuses on assessing students' communication in interaction and how they understand and explain to themselves the variability of perspectives and contexts in interactions.

A way of understanding the assessment process is as an assessment cycle. In discussing each part of the cycle, specific questions are provided to stimulate thinking about assessment of intercultural language learning. These same questions are also intended to guide teachers in developing sets of procedures for assessing intercultural language learning.

Some issues in judging performance and validating assessments are also explored.

Objectives
In this module you will:

• consider the changing context of assessment in education;
• re-consider how you understand/conceptualise intercultural language learning from the perspective of outcomes of learning;
• consider ways of eliciting intercultural language learning in short-term episodes and over time;
• consider how to judge student performance and validate assessments of intercultural language learning;
• begin the process of designing an assessment scheme for intercultural language learning.

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1 We owe to Jonathan Crichton the helpful formulation of students being simultaneously performers and audience of their performances; for the purpose of assessment we have changed ‘audience’ to ‘analysers’.

Module 4

PRESENTER’S NOTES

Presenters should read the course reading ‘Assessing intercultural language learning’. Participants should be invited to read it as a post-module task. However, if time permits the paper can be used in group discussion.
Course reading: Assessing intercultural language learning

Assessment is the least well-developed dimension of intercultural language teaching and learning. This is due at least in part to the fact that it does not simply involve an individual, personal quality or skill or item of knowledge that can be learnt, developed, and assessed. Rather, it is a social phenomenon that necessarily requires interaction. Interaction involves other people and, in assessment, this raises the question immediately of the way in which the involvement of others influences the performance, and therefore, whose performance is actually being assessed in any interaction. The complexity in assessing within an intercultural perspective also results from (1) the diverse ways in which intercultural language learning is understood i.e. how the construct is described, and therefore determining exactly what is to be assessed (2) the difficulty of taking variable linguistic and sociocultural contexts into account, and (3) the constraints of traditional views of assessment.

Assessment of the intercultural as a construct

A number of approaches to assessing culture have been developed where culture is described as a body of knowledge, facts, or descriptions of phenomena. These approaches have tended to emphasise the assessment of knowledge of culture as a fixed body of knowledge of a set of facts about the target culture, removed from people as constructors and users of that knowledge. This view of culture does not capture what it means to engage in an intercultural interaction or dialogue focused on the exchange of meanings. Nor does this view capture what it means to operate as an intercultural person, that is, being both a performer and an analyser of experiences of interacting with people in diverse contexts across languages and cultures, which is what the intercultural in communication and in learning entails .

Other approaches to assessing intercultural language learning and communication include attitudinal tests (Cadd, 1994; Seelye, 1994), culture assimilator tests (Brislin et al., 1986) and cultural awareness tests. These procedures tend to reduce intercultural communication to binary oppositions (us/them; self/other) which do not reflect the socio-linguistic and cultural complexity evident in intercultural interactions. A particular difficulty with cultural awareness assessments of this kind is that they tend to focus on cultural (not intercultural) knowledge and meta-awareness, often with minimal connection to language in use, that is positioning the person being assessed as an analyser rather than a performer of intercultural experiences.

The most elaborated model of intercultural competence and its assessment is the model of savoirs (French for ‘knowledge’)(savoir comprendre – knowing how to understand, savoir apprendre/faire – knowing how to learn/do, savoir s’engager –knowing how to engage/commit, savoir être) developed by Bryam and Zarate (Byram, 1997; Byram & Zarate, 1994) and its use as a basis for assessment as elaborated by Byram (1997) and extended by Sercu (2004). Sercu proposes that the Byram model of savoirs be extended to include ‘a meta-cognitive dimension’, that is self-regulating mechanisms that enable students to plan, monitor, and evaluate their own learning processes. In addition to the limitation noted by Sercu, the model of savoirs does not elaborate on the important ways in which language affects culture and culture affects language, and what this means to the learner as an interactant or performer in communication.

The difficulty with any modelling is that inevitably it involves some form of categorisation or breaking down into component parts. This componential conceptualisation then mitigates against a holistic understanding of the capability (intercultural understanding, in this instance) and equally, a holistic view of assessment is backgrounded while an analytic, ‘component parts’ view is foregrounded.
In assessing intercultural language learning it is necessary to take into account that it:

- is a multi-dimensional and at the same time a holistic capability;
- entails language learning, awareness, and use in communication; specifically, this involves using language as a performer, in interaction to interpret and construct meaning and analysing and reflecting upon this experience and continuing to learn from the use of language in intercultural interactions;
- is developed over time.

The difficulty of taking variable linguistic and sociocultural contexts into account

In communicating interculturally, students come to know that the forms of a language and knowledge of facts about culture are only part of what is involved when people interact to exchange meanings in the particular target language. They are important only as socially shared communicative resources that people draw upon in different ways in different contexts. The diverse sociocultural contexts of use that students experience as participants in communication across cultures cannot be reduced to an inventory of items to be mastered. They are too rich and variable. For students, managing the variability is part of the process of learning to be intercultural. Intercultural communication is situated in particular contexts that include students' interpretations of the context; these interpretations include not only knowledge of linguistic forms and cultural facts, but also the meaning the individual learner makes of these in context. From the point of view of assessment, therefore, it is necessary to assess not only knowledge/subject matter, but also students' personal engagement with that knowledge. This includes assessing students' ability to negotiate language use as participants within variable contexts. This process, however, cannot be managed successfully without students knowing what is the same and different in different languages and cultures.

In assessing intercultural language learning, therefore, it is necessary to take into account that:

- it is developed through experience of interaction in a range of variable contexts;
- students need to learn to manage this variability and managing the variability is integral to the understanding that is to be elicited in assessment;
- it involves not only seeking to draw out students' understanding of intercultural language experiences as observers of others' participation in interaction, but, most importantly, drawing out understandings of themselves as participants in intercultural interactions, that is, how students understand the distinctive social and cultural context of each communicative performance.

Constraints of traditional views of assessment

In the broader context of educational assessment there has been an important shift over the past 20 years that relates to changing understandings of the process of learning. Whereas learning was seen traditionally as a process of accumulating atomised bits of factual knowledge, which were tightly sequenced, organised as a hierarchy, and which had to be explicitly taught (Shepard, 2000; Gipps, 1999), it is now recognised that intellectual abilities are socially and culturally mediated, that students construct knowledge and understandings within a sociocultural context, that new learning is shaped by prior knowledge and cultural perspectives, and that intelligent thought involves meta-cognition or self-monitoring of learning and thinking (Shepard, 2000: 8). The clear message from research about learning is that it is an active process of knowledge construction and sense-making, a process that is essentially cognitive, social, and cultural (see Sfard, 1998).
The assessment paradigm that is best aligned with traditional views of learning, and the conception of culture as a fixed body of knowledge, is the psychometric paradigm. The focus within this assessment paradigm is on standardised testing of fixed content through objective procedures and the basic approach to understanding student learning is through comparison with either the performance of other students (norm-referencing) or a predetermined standard or cut-score (criterion-referencing). The assessment paradigm that is best aligned with more recent views of learning and the understanding of the intercultural as a process of developing personalised knowledge, is the contextual and personalised paradigm (Mabry, 1999). The focus within this assessment paradigm (often referred to as ‘performance’ or ‘authentic’ or ‘alternative’ assessment — see Gipps, 1994; Gardner, 2006) is on constructed-response assessment procedures, rather than selected response procedures such as multiple choice, and subjective evaluation of personalised learning for each individual.

In the context of differing paradigms, in assessing intercultural language learning it is necessary to take into account that it:

- requires assessment of both students’ performance of communication in the target language in variable contexts (students as performers), and how they explain the intercultural to themselves (students as analysers);
- includes feedback from peers and student self-assessment as part of the social processes that mediate the development of intellectual abilities, the construction of knowledge, and the formation of student identities (Shepard, 2000: 4);
- requires an emphasis on self-awareness as a performer in communication, for both the student and the teacher/assessor.

Given the features of intercultural language learning, its assessment needs to:

- involve interactions in the target language on the part of students in which they negotiate meaning through the use of language in diverse contexts among communicators from diverse linguistic and cultural backgrounds, and in which students are required to decentre from their own language and culture;
- elicit students’ developing understanding of the social, cultural, and linguistic construction of human experience and the way our enculturation affects how we see the world, interact, and communicate in the world;
- involve eliciting students’ meta-awareness of the language-culture nexus in such interactions and that students be able to analyse, explain, and elaborate this awareness;
- position the student as both performer and analyser in interaction, though in any individual procedure one or the other role may be foregrounded for different purposes;
- elicit students’ developing use and analysis/understanding of the use of language in communication
- ensure that students learn from the ongoing direct experience of the target language and culture;
- draw upon a range of assessment-types including interviews, conferences, journals, observations, story-telling, and capture students’ cumulative learning so that development and progress can be taken into account, for example, through portfolios;
- include self-assessment that recognises learning as a personal process;
- include dimensions that require reflection on the part of students on their developing knowledge and understanding.
References


Assessment has become a priority, as evidenced in a number of State-based and Australian Government initiatives.

The emphasis remains on accountability in relation to student learning, but the emphasis on outcomes per se is reducing.

There is much talk about ‘assessment for learning’, as a new slogan or mantra.

The distinction is made between assessment of, for, and as learning, with ‘for’ and ‘as’ being seen as beneficial and ‘of’ being seen as less so, if not harmful – in fact, all have a place. What they have in common is the linking of assessment and learning.

Assessment needs to be linked to learning theory.

Given the changes in our understanding of student learning, we now need to consider changes in assessment.

Despite the diversity of theoretical views, it is possible to identify two ideas, common to the diverse theories.

The notion of knowledge as constructed focuses on the student as agent and the assessment process to elicit the processes students use to interpret and construct knowledge in learning.
**Module 4**

**Key Ideas**

*Understanding the changing context of assessment in education*

<table>
<thead>
<tr>
<th><strong>Interactions</strong></th>
<th><strong>Supporting Resources</strong></th>
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<tbody>
<tr>
<td>Facilitator presentation</td>
<td>PowerPoint slides 4.2 to 4.8</td>
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<tr>
<td>The presentation addresses the shifts in views of assessment and learning towards 'performance'/alternative' assessment.</td>
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<tr>
<td>This shift opens up possibilities for assessing the intercultural in ways that would not be feasible within traditional assessment perspectives.</td>
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<td><strong>Anticipated time:</strong> 30 minutes</td>
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Highlight (1) learning as a social, cultural and cognitive act (not just cognitive) and (2) the emphasis on learning (and therefore assessment) as an interactive accomplishment (see principles of intercultural language learning – Module 2).

The important role of teachers in scaffolding, i.e. working with students to guide their noticing, comparing, and their making connections towards understanding.

Lorrie Shepard, an assessment researcher who has worked strongly on the relationship between assessment and learning describes four strategies that connect learning and assessment. She invites teachers to consider the culture of assessment that they create in the classroom.

Feedback here is not just advice or guidance, nor is it just praise (well done!). To be effective, feedback needs to promote students’ thinking, and connecting. Teachers need to think about what lies behind students’ answers/how they interpret ideas and they need to promote student thinking. This process is fundamental to assessing intercultural language learning.

These shifts are central to assessing interculturally. In assessing within an intercultural orientation the important shift is from assessing only knowledge/understanding to assessing students’ experience and processes of participating in intercultural interaction, trying to draw out and inviting them to consider and articulate their ways of interpreting the world.

The focus on assessing interculturally is not only on ‘content’ per se, but also on understanding the way each student interprets and acts in communicative exchanges and how he/she understands the processes and consequences of the interaction.
The purpose of this segment is to encourage teachers to think about outcomes of intercultural language learning, that is, what they expect to ‘see’ in students’ performances, the kind of learning that students have achieved, the kinds of qualities that students will have developed. Notice the three formulations here. Just as with describing goals of learning and ‘content’ of learning within an intercultural orientation, we cannot present outcomes only as items of knowledge that students have acquired; we need to address language learning outcomes of students’ experiences in participating in intercultural interaction and articulating their understanding of those experiences. In this way assessment is focused on the learners themselves as constructors of the ‘knowledge’ or ‘content’ of their learning, and the ‘outcomes’ reflect this personalised learning.

The re-working will force teachers to think about the end result of intercultural language learning. The changes may reveal:

1. the need to particularise for language, phase of schooling, teaching and learning context;
2. the desire on the part of teachers for greater specificity;
3. differences between short- and long-term perspectives;
4. different ways of conceptualising intercultural language learning.

It is important to highlight at this point that the way outcomes are expressed will reflect the way intercultural language learning is conceptualised.
**Key Ideas**

*Understanding our conceptualisation of intercultural language learning and communication from the perspective of outcomes*

<table>
<thead>
<tr>
<th>Interaction: small-group discussion</th>
<th>Attachment 1: Learning outcomes</th>
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<tbody>
<tr>
<td>Consider the examples of outcomes of intercultural language learning and communication. Discuss the relevance of each for your language and particular phase of schooling. Modify/add/delete/elaborate/qualify the list provided.</td>
<td>PowerPoint slides 4.9 to 4.11, Attachment 2: The assessment cycle</td>
</tr>
<tr>
<td>Interaction: large-group discussion</td>
<td>Facilitator presentation: The assessment cycle 1, 2a, 2b</td>
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<tr>
<td>Each group presents their re-working of some of the outcomes. Facilitator records the discussion and invites participants to reflect on and characterise the nature of the re-workings, i.e. what kinds of modifications/elaborations have been made? What does this tell us?</td>
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**Anticipated time:** 30 minutes
In considering the assessment process for intercultural language learning, it is important to have an understanding of what the process of assessment itself entails. This diagram presents it as four interrelated processes:

1. conceptualising, i.e. understanding the nature of what is to be assessed;
2. eliciting, i.e. developing procedures that will draw out the capabilities of interest;
3. judging, i.e. making explicit the critical features of performance;
4. validating, i.e. ensuring that the assessment process itself is justifiable, fair, and exerts no negative consequences for students and their learning.

These four processes are linked in that how the learning of interest is conceptualised will influence the procedures developed to enable students to demonstrate it, which in turn influences the aspects of performance that are valued, and so on. These four processes become reference points for assessment. Each one presents its own set of considerations that need to be addressed in assessing intercultural language learning.

The process of conceptualising requires that questions on how intercultural language learning is understood be addressed. (This links directly with the Orientation and Modules 1 and 2.)

Recall the focus on intercultural interaction and that it:
- implies acting/doing, recognising the variability of cultural systems (i.e. a person’s ways of interpreting the world, his/her values);
- implies ‘doing’ in such a way that it brings about personal negotiation/exchange of meaning in communication;
- requires decentring from one’s own cultural perspective; understanding oneself as a participant in intercultural interaction;
- requires an ethical stance towards interactions with others;
- requires awareness of the language-culture nexus in interaction, and that for the purposes of assessment students should be able to analyse, explain and elaborate this awareness, in other words, they should be able to articulate their personal understanding.
These are key questions that teachers need to address in thinking about what they are assessing in assessing intercultural language learning and who is being assessed.

In relation to the types of tasks, discussion may reveal types focused on communication (various combinations of listening, speaking, reading, writing in interactions in diverse contexts), others focused on learning-how-to-learn, and others focused on values clarification. Tasks should also include peer and self-assessment, as ways of bringing students into the assessment process. The categorisations may be finer.

One key dimension is that each procedure must involve reflection on and analysis of the intercultural interaction, i.e. seeing the phenomenon/practice from one’s own perspective and the perspective of the fellow participant in a way that does not prioritise one’s own perspective but rather, allows students to perceive both socio-cultural perspectives — and recognising that understanding the connection between the two languages and cultures is fundamental to intercultural communication. In the learning-how-to-learn and values clarification tasks it will be important to invite students to seek feedback from peers on their own expression of values or reflections on learning and to then ask them to incorporate the feedback from peers into their own reflections, thereby demonstrating their ways of considering perspectives other than their own.

Elicitation focuses on the procedures to be used to assess intercultural language learning – recognising, most importantly, that no assessment procedure is neutral.

The challenge here is for teachers to elicit students’ own exploration, questioning their own and others’ understanding — how they see themselves and others as participants in communication.

What is being assessed is the student’s capacity to integrate in interaction an understanding of self as linguistically and culturally situated and an understanding of the same in others as well as an understanding of the consequences of their interactions for themselves and others.

It is also important to consider the range of opportunities students are given to perform their understanding. Each new opportunity adds to students’ repertoires of participation. For this reason elicitation cannot be episodic but rather needs to be ongoing over time. In both single episodes and cumulatively, across episodes, assessing must include consideration of the impact of the methods used.
### Key Ideas

*Eliciting intercultural language learning and communication in short-term episodes and over time.*

<table>
<thead>
<tr>
<th>Interaction: small-group discussion</th>
<th>Attachment 3: Examples of assessment tasks/schemes</th>
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<tbody>
<tr>
<td>Examine the assessment procedures provided. What dimensions of intercultural language learning are being assessed? What assumptions have the developers made in designing their assessment task/scheme? What kinds of evidence is each procedure likely to yield? How would you characterise the type of task? Is it a short-term or a long-term task? Is it a valid task for eliciting intercultural language learning? How do you establish this?</td>
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| Interaction: large-group discussion |  |
|------------------------------------|  |
| Facilitator records group discussion documenting (a) types of procedures for eliciting intercultural language learning and (b) characteristics of thoughtful intercultural language learning tasks. |  |
| Facilitator presentation: the assessment cycle 3a and 3b |  |

**Anticipated time: 60 minutes**
Intercultural communication involves assessing communicative performance and how students understand the distinctive social and cultural context of that particular communicative performance, i.e. how they explain the performance to themselves. It is not possible to evidence the intercultural without this explanatory dimension.

Further considerations in relation to elicitation include:

- the need to ensure that a range of procedures is used to cover the multi-dimensional nature of intercultural language learning;
- the need to give consideration to how students will perceive the assessment procedures;
- the need to eliminate any possible biases.

There are likely to be major differences between formative and summative assessment and primary and secondary approaches that will need to be managed in discussion.

This is a summary set of considerations.

Strengths will be expressed in terms of the need to specify the qualities of performance. Limits will be expressed in terms of the criteria being too general/ specific, not capturing all the qualities of value, in particular, the criteria will capture aspects of ‘content’ / ‘knowledge’ more than students’ articulation of their personal knowledge and understanding not being expressed in a language understood by students and other interested parties (parents/employers). The key consideration, however, is that most frequently the criteria do not express the ‘standard’, i.e. how much is enough/how good is good … and we do not have descriptions of these for intercultural language learning. This leads naturally to a discussion of the complexity of judging performance. The response to the complexity resides in (1) acknowledging that intercultural language learning takes us to the realm of students’ personal knowledge values and this requires sensitive handling (2) acknowledging that assessment in general is always a matter of interpretation – but intercultural language learning specifically and perforce requires a focus on interpretation of diverse meanings (3) this is an area that requires further research. In the meantime, we need to focus on documenting, discussing, analysing evidence, and what constitutes evidence — from a grounded perspective.
### Key Ideas

_Eliciting intercultural language learning and communication in short-term episodes and over time (cont’d)_

<table>
<thead>
<tr>
<th>Facilitator presentation: the assessment cycle 3a and 3b (cont’d)</th>
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<tbody>
<tr>
<td><strong>Interaction: small-group discussion</strong></td>
<td><strong>PowerPoint slides 4.12 &amp; 4.13</strong></td>
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<tr>
<td><strong>Based on our initial discussion and the presentation focused on elicitation, set out characteristics that you need to include in designing assessment procedures for intercultural language learning. Develop an outline of the kinds of procedures that you might use for assessing intercultural language learning in the context of a year-long program.</strong></td>
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<tr>
<td><strong>Interaction: large-group discussion</strong></td>
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<tr>
<td><strong>Groups are asked to present their revised lists of characteristics and types of procedures.</strong></td>
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<tr>
<td><strong>Facilitator will need to draw together the discussion. The material derived from the discussion is best refined by the facilitator and fed back as a document to all participants as an outcome of the conference.</strong></td>
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<td><strong>Anticipated time: 30 minutes</strong></td>
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These questions raise important issues about judging performance. There are numerous challenges in judging performance within an intercultural orientation, largely because the field does not have a well-established frame of reference for judging in this area, in the way it does have for a skill such as second language writing.

It is worth presenting these questions to signal the issue. Teachers are likely to frame the issue as the ‘problem of assessing values’ — which relates back to the construct. Fundamentally, however, in judging, further research is needed on establishing the frame of reference. For this reason, in framing any set of criteria, it will be important to leave space for emergent criteria, i.e. those that emerge as salient in a particular piece of student work.

This quotation opens the way for recognising the judgment process as always interpretive and subjective — a reminder to participants that assessment of intercultural language learning is best seen in current ‘alternative’ assessment approaches — and that ‘objectivity’ is not the only goal. This will be a complex area in relation to policies and procedures of Boards of Studies in particular.

It is worth highlighting that subjectivity in no way undermines the need for teachers to be able to justify their judgments to students and colleagues.

This diagram shows in an integrated way all the influences that come into play in judging student performance — each arrow can be seen as an act of interpretation. In this scenario the responsibility on the teacher is to be able to justify his/her judgments.

The invitation here is to teachers to consider carefully the bases of their judgments, what they see as evidence, bearing in mind all the influences on student performance. Judgment is subjective but also accountable.
**Key Ideas**

**Judging performance in intercultural language learning and communication**

<table>
<thead>
<tr>
<th>Interaction: small-group discussion</th>
<th>Attachment 3: Sample criteria for judging performance included in Examples 2 and 4.</th>
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<tbody>
<tr>
<td>Consider the assessment procedures provided and the accompanying criteria for judging performance. What are the strengths and limits of the procedures and the criteria? Annotate both, indicating the changes you would make.</td>
<td>PowerPoint slides 4.14 to 4.17, Attachment 2: The assessment cycle</td>
</tr>
<tr>
<td>Interaction: large-group discussion</td>
<td>Facilitator invites comments.</td>
</tr>
<tr>
<td>Facilitator presentation: the assessment cycle 4, 5a, 5b, 6</td>
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<tr>
<td>Anticipated time: 30 minutes</td>
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The point to highlight here is that teachers need to be clear about the evidence they use to justify their judgments to themselves, their students, parents, and other colleagues. Fundamentally, the evidence needs to make sense to the students being assessed.

Given that assessing within an intercultural perspective is new, there are many challenges, and work on their own school-based investigations will contribute to developing our collective understanding in this important area.
Module 4

Key Ideas

Validating approaches and inferences in assessing intercultural language learning and communication

Interaction: large-group discussion

Setting the scene – need for validation given the limits of research.

Need to (1) validate episodic as well as long-term intercultural language learning and communication (2) participate in dialogue with others (3) document consequences.

Facilitator presentation: The assessment cycle 7

Anticipated time: 30 minutes

PowerPoint slide 4.18

Readings


Suggestions for classroom-based investigations

- Develop 2 to 3 assessment tasks that promote intercultural language learning with a view to capturing different facets of teaching through formal and informal processes. Design the tasks and provide a critical commentary. Ask the students to do the tasks and analyse their results. To what extent do the tasks assess intercultural language learning? Document in detail the issues that arise as you carry out this development work.

- Develop student portfolios with a view to gathering evidence of intercultural language learning. Ask students to complete the portfolios. To what extent do the portfolios evidence intercultural language learning? Document in detail the issues that arise as you carry out this development work.

- Assess students’ responses to a writing task from the perspective of gathering evidence of intercultural language learning. If possible ask a colleague or two to carry out the same assessment task and compare your findings. Document in detail the issues that arise as you carry out this development work.

(See Module 5, Attachment 3.)
Module 4
Assessing intercultural language learning

Objectives
In this module you will:

- consider the changing context of assessment in education;
- re-consider how you understand/conceptualise intercultural language learning from the perspective of outcomes of learning;
- consider ways of eliciting intercultural language learning in short-term episodes and over time;
- consider how to judge student performance and validate assessments of intercultural language learning;
- begin the process of designing an assessment scheme for intercultural language learning.

Changing context of assessment in education
Assessment as a priority:
  - for learning;
  - for system improvement;
  - for accountability.
Recent developments in Australia:
  - Implementation of the State-based frameworks;
  - Schools Assistance Act and its implementation;
  - Australian Certificate of Education — exploring a way forward — plans for an assessment instmcture;
  - various State-based reviews, e.g. the SMCE review in South Australia.

Assessment and learning — 1
Purposes:

- assessment of learning;
- assessment for learning;
- assessment as learning;
  → common theme: assessment ↔ learning
Module 4

PowerPoint slides (cont’d)

Assessment and learning – 2

- Linking assessment to learning theory:
  - A good theory can be immensely practical.
  - Learning theory provides coherence and big picture understanding, especially when we wish to change our practices.
  - Contemporary learning theories (constructivism, cognitive theory and sociocultural theory) also share several core principles:
    - That we construct knowledge;
    - That learning and development are culturally embedded.

Assessment and learning – 3

- Four strategies that connect learning and assessment:
  1. Eliciting prior knowledge
  2. Providing feedback that moves the student forward
  3. Teaching for transfer of knowledge
  4. Teaching students how to self-assess

Summary of the shifting perspectives

- Assessing facts vs. assessing activity
- Assessing a 'body of knowledge' vs. assessing the social, cultural, and construction of knowledge
- Assessment as individual and psychological vs. assessment as social and cultural
- Assessing decontextualized vs. assessing students' ways of making sense in the particular contexts, each of which knowledge is inextricable from the knower.
PowerPoint slides (cont’d)

4.9

4.10

4.11

4.12
Module 4

PowerPoint slides (cont'd)

The assessment cycle - 3b

Do the procedures reflect/translate/include:
- A sound view of language learning and use?
- An appropriate level of demand/complexity?
- The explicitness of meaning in interaction?
- The requirement to explain how students understand the interaction?
- Development and growth?
- Realization of performance?
- Clarity of the description/communication of the procedure?
- Suitability of supporting input materials?
- Clarity of questions under which the procedures will be undertaken?

Reflection: What assumptions and values are inherent in the assessment procedures for intratextual language learning?

The assessment cycle - 4

Judging: the criteria and standards:
- Are criteria for judging performance provided?
- Do they capture important qualities of performance?
- What is the relative contribution of each criterion?
- Is there undue emphasis on some criteria?
- Are descriptions of standards provided?
- How are the criteria and standards to be used?
- Who sets the criteria and standards?

The assessment cycle - 5a

Judging: the process of interpreting

We are all social beings who construct the world according to our values and purposes. What we appreciate and dislike are what we experience as "value-laden". Similarly, if meaningful performance is not "translated", what is a "translation" according to the assumptions and values of the assessor, whether the question is one who assigns the assessment and who validates learning or the one who guides open-ended performance.

(Schon, 1996: 376)

The assessment cycle - 5b

Reflection: What assumptions and values are inherent in the network for judging performance: an intratextual language learning?
The assessment cycle – 6

Judging: the evidence

- Is the evidence sufficient? How is this obtained?
- Is the judgment reliable/reproducible?
- Is the judgment valid/validative?
- Is there a danger that with a focus on components of performance the overall performance is not captured?
- Is the judgment holistic, i.e. is it the global impression with weight and focus on components?
- How do students see the judgment? How are the judgments about themselves perceived (what they have learned)?
- How are errors/alternatives aggregated?
- Are there bias for generalisability?
- Is the judgment fair?
- What evidence do you have of fairness to all students?

Reflection: what assumptions and values are inherent in judging intercultural language learning?

The assessment cycle – 7

Validating

This is the quality assurance of the system of assessing as a whole – conceptualising, eliciting, judging in relation to a particular purpose and use.

Validity is an integrated evaluative judgment of the degree to which empirical evidence and the theoretical rationale support the adequacy and appropriateness of inferences and actions based on test scores and other modes of assessment (Messick, 1989).

Some suggested references


Afternoon session: intercultural communication and development.
Example 1

As a result of intercultural language learning, students:

- are able to acquire new knowledge of a language and culture and cultural practices and use this knowledge in communication and interaction;
- demonstrate willingness to engage with others in a relationship of equality, e.g. others' experiences of daily life, the experiences of a range of social groups in society;
- demonstrate recognition (1) of diverse perspectives on and interpretations of familiar cultural practices and phenomena (2) that unfamiliar practices or phenomena are to be understood in the way another cultural group understands them, not by assimilating them into one's own cultural referents;
- are able to question/evaluate/compare and contrast values and assumptions held by others;
- are able to analyse and reflect upon their own experience of engaging with diverse others;
- are able to communicate in a way that is appropriate for an outsider to a particular social and cultural group;
- know about historical and contemporary relationships between one's own country and that of an interactant from another culture (events, diverse interpretations and memories, current affairs, etc.) and how one's own country is viewed from the perspective of other countries;
- know about the conventions of communication and interaction in their own and the other target culture and the cause and processes of misunderstanding;
- know about the conventions of geographical space in one's own country and other countries and how one's own country is perceived by other countries;
- know about the processes and institutions of socialisation in one's own country and the country of another interactant;
- know about social distinctions in one's own country and the country of another interactant, e.g. social class, gender, profession, minority languages;
- know about institutions that impinge on daily life within one's own and the interactant's country;
- know about the processes of interaction in the interactant's country;
- are able to interpret texts, actions, events from another culture, to explain them and relate them to one's own culture, e.g. identify ethnocentric perspectives, areas of misunderstanding in interaction, mediate between conflicting interpretations;
- are able to develop an explanatory system that can be applied to other phenomena;
- are able to identify significant references within and across cultures and elicit their significance and connotation;
- are able to identify and interpret, evaluate and analyse explicit or implicit values in documents and events in one's own and other cultures;
- are able to interact and mediate in intercultural exchanges, incorporating the repertoire of knowledge, skills, and attitudes.

(selected and adapted from Byram, 1997: 57–64)
Example 2

Through intercultural language learning, students develop an understanding of:

• the way language and culture shape reality and reality is shaped by language and culture;
• the way language and culture shape identity and identity is shaped by language and culture;
• the integral relationship of linguistic and cultural referents;
• the ongoing process of constructing one’s own understanding of an additional language and culture;
• the variability and diversity that characterise people’s daily reality within and across languages and cultures;
• ways of negotiating meaning across languages and cultures, recognising that there are multiple conceptual systems, perspectives, values, and beliefs, and being able to create one's own intercultural space and identity;
• the power of language and culture in mediating human attitudes and values;
• own responsibility for contributing to successful communication across languages and cultures;
• learning as a process that involves a transformation of self and one’s framework of knowledge;
• learning as a process that involves reciprocal relationships, recognising mutual responsibilities, and seeing one's own culture in a variable light;
• learning as a process that involves intercultural sensitivity.

(selected from Liddicoat, Papademetre, Scarino, & Kohler, 2003: 73)

References


Attachment 2: The assessment cycle

(Scarino, 2006)
All four examples represent teachers’ ways of beginning to include an intercultural orientation in their assessment schemes. This is how they write about assessment.

**Example 1** demonstrates the teacher’s way of focusing on formative assessment as appropriate to the individualised way she works with young learners in her Prep–Year 1 Japanese class.

**Example 2** demonstrates the teacher’s way of working to incorporate an intercultural language learning orientation within the requirements of the Board of Studies and her school at senior secondary level, as well as her students. Notice the tasks and the accompanying criteria. By signalling ‘evidence of learning’ and ‘feedback’, she signals the importance of these in her assessment scheme, as she seeks to find ways of concentrating on these important aspects. Notice also the way she is beginning to consider ways of elaborating outcomes to better incorporate intercultural language learning perspectives.

**Example 3** demonstrates the teacher’s way of meeting the requirements of her system, a very different system from that in Example 2. Notice how she signals a difference between ‘cumulative’ and ‘summative’ assessment.

**Example 4** includes a particular focus as criteria for judging performance. Notice the way the teacher articulates the complexities involved in judging performance and begins to think about the need to leave space for emergent criteria.
Attachment 3: Examples of assessment tasks/schemes

Example 1: Jill — Prep–Year 1 Japanese

- **Title** – ‘We are one, but we are many’
- **Semester**-long program for Prep–Year 1 Japanese class that is also part of a Prep to Year 10 continuum of intercultural language learning.
- **Linguistic focus** – Students will be able to use well-rehearsed language in familiar situations. Students will also be able to recognise words written in Japanese kana – hiragana, katakana, kanji, roomaji.
- **Cultural focus** – Students will understand that Japanese words have a gender bias that reflects Japanese societal norms.
- **Intercultural focus** – Students will understand that they have membership of groups and that they move between groups and that there is variability within groups.
- **Connections students are to make** – Students will build an understanding of the concept of groups as it applies to them personally. It will become evident that they are part of groups based on gender as manifest in the Japanese language. Students will compare and reflect this by thinking about their own Australian language. Students will be starting to build a mental map of cultural subgroups to be enhanced with future learning.
- **Teaching/learning interactions** – Students will create new knowledge and understandings through social interaction. Talking through one’s thinking with others is central to building understanding and creating new knowledge. Student-to-student interaction is an effective way for students to test their ideas and to gain access to other ways of thinking. Student-to-teacher interactions range from using questioning to help students to take their learning further to supporting learners explore and understand new concepts and vocabulary.
- **Teaching/learning resources** – These tend to reflect the learning environment. Resources familiar to students at this age are the springboard for going beyond the world of their classroom. Images from popular culture are used as an entry point for building understanding.
- **Assessment scheme** – The formative assessment will consist of a range of indicators:
  - Evidence of understanding as demonstrated in student work book
  - Visual evidence as demonstrated by students placing themselves in various groups
  - Information provided by students in focused learning sessions.

The summative assessment is a scenario. The role-play provides students with an opportunity to demonstrate their understanding of the appropriate Japanese words to be used when introducing themselves and other people. By using the Japanese gender-based words, students will demonstrate an understanding of how groups are organised in Japanese culture and which groups they fit into within Australian and Japanese cultures.
### Example 1 (cont’d)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Demonstrates intercultural learning by:</th>
<th>Demonstrates linguistic proficiency by using the correct vocabulary for and recognition of:</th>
<th>____</th>
<th>____</th>
<th>____</th>
</tr>
</thead>
</table>
| Summative assessment for Prep–1 (but also formative assessment for when student is in Year 6.) | • The use of the appropriate gender-based word when introducing oneself. *(Week 3, Tasks 5,7)*  
• The use of the appropriate gender-based words when introducing others. *(Week 4, Task 1)*  
• Showing an understanding of the concept of ‘group’ in a variety of tasks. *(Week 3, Tasks 1,2,3,4,5,6)*  
• Showing an understanding of the various groups a student can belong to based on:  
  - Nationality *(Week 1)*  
  - School class *(Week 3, Tasks 2,6)*  
  - Name *(Week 2)*  
  - Gender *(Week 2, Tasks 4,5,6,7,8,9)*  
  - Reflective piece of writing: *What things have I learnt about groups?  
  What things have I learnt about the language that Japanese people speak?  
  What have I learnt about the way people in Japan write?  
  What have I learnt about how we say and write things in Australia?* *(Week 10)* | • Introducing self *(Tasks 5,7)*  
• Introducing others *(Task 8)*  
• Family titles *(Weeks 2,8,9)*  
• Kanji for male, female, child, boy, girl *(Week 3, Tasks 4,6 + Week 6)*  
• Name/s in katakana *(Week 7)*  
• Identifying the different Japanese kana – hiragana, katakana, kanji and roomaji *(Weeks 1–10)* | ____ | ____ | ____ |

*These language outcomes can be assessed within the Tasmanian LOTE Proficiency Outcomes.*
Example 2: Melissa — Year 11–12 Indonesian

Assessment

The central purpose of assessment is to provide information on student achievement and progress and set directions for ongoing teaching and learning. Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment that enhances learning recognises that learners use their current understanding to discover, develop, and incorporate new knowledge, understanding, and skills. Assessment for learning helps identify if current understanding is a suitable basis for future learning. In assessing intercultural understanding, it will be important to consider alternative assessment strategies such as self-evaluation and learning logs. It will also be important to be aware of the subjective nature of assessing a student’s intercultural understanding.

At key points, this information is also available for the teacher to use to form a judgment of the student’s performance against levels of achievement. This judgment will be used to inform parents, and especially the student, of the student’s progress. In a standards-referenced framework the process of assessment for learning can be extended into the assessment of learning. (Adapted from Board of Studies NSW Indonesian K–10 Syllabus, Advice on programming Stages 4–5, p. 11)

Board of Studies NSW components and weightings

Preliminary Course 120 hours

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
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<tr>
<td>Listening and responding</td>
<td>30</td>
</tr>
<tr>
<td>Reading and responding</td>
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</tr>
<tr>
<td>Writing in Indonesian</td>
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<tr>
<td>Marks</td>
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HSC Course 120 hours

<table>
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<th>Component</th>
<th>Weightings</th>
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<td>Speaking</td>
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<td>Listening and responding</td>
<td>25</td>
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<td>Reading and responding</td>
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<tr>
<td>Writing in Indonesian</td>
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<tr>
<td>Marks</td>
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It should be noted that intercultural understanding is a key element of each of the above components. Culture is integrated into other language skills and is not a separate skill.
### Stage 6 Scope and Sequence

<table>
<thead>
<tr>
<th>Stage 6 – Year 11</th>
<th>Stage 6 – Year 12 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes</strong></td>
<td><strong>Themes</strong></td>
</tr>
<tr>
<td>The Individual</td>
<td>Indonesian Speaking Communities</td>
</tr>
<tr>
<td>Indonesian Speaking Communities</td>
<td>SPRING TERM</td>
</tr>
<tr>
<td>The Changing World</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>SUMMER TERM</td>
<td>— Religion, celebrations &amp; festivities</td>
</tr>
<tr>
<td><strong>Topics</strong></td>
<td>— People and places</td>
</tr>
<tr>
<td>Personal Identity</td>
<td>— customs and traditions</td>
</tr>
<tr>
<td>People &amp; Places</td>
<td>— Entertainment</td>
</tr>
<tr>
<td>— Entertainment</td>
<td>— Jobs &amp; Careers</td>
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<td>The World of Work</td>
<td>— Search for work</td>
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<td><strong>Theme/s</strong></td>
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<td>AUTUMN TERM</td>
<td>The Individual</td>
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<tr>
<td><strong>Topics</strong></td>
<td>SUMMER TERM</td>
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<tr>
<td>Education &amp; Aspirations</td>
<td>Issues in Today’s World</td>
</tr>
<tr>
<td>Future Plans</td>
<td>— Urbanisation</td>
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<td>— Environment</td>
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<td>3. Indonesian Speaking Communities</td>
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<td>Issues in Today’s World</td>
<td>AUTUMN TERM</td>
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<td>People and Places</td>
<td>— Environment</td>
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<td>Cultural Diversity</td>
<td>— Impact Tourism</td>
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<td>— Changing Face of Indonesia</td>
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<td>— Getting Around,</td>
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<td>— Overcoming problems.</td>
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<tr>
<td>Visiting Indonesia</td>
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<tr>
<td>— staying in an Indonesian home</td>
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<tr>
<td>Impact Tourism</td>
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<tr>
<td>Urban and Rural Daily Life</td>
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<td>Arts and Crafts</td>
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</table>
Highlighted Board of Studies outcomes are assessed in activities (as assessment for learning) and assessment tasks (as assessment of learning) in each module.

<table>
<thead>
<tr>
<th>Theme</th>
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<tbody>
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### Preliminary Indonesian 2007 Assessment Grid

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<th>Tasks</th>
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<th>Listening &amp; Responding</th>
<th>Reading &amp; Responding</th>
<th>Writing</th>
<th>Exam Type Tasks</th>
<th>Non Exam Type Tasks</th>
<th>Focus topic(s), Themes</th>
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<tbody>
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<td><strong>Task 1:</strong></td>
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<td>10</td>
<td>50</td>
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</tbody>
</table>

The student:

1.1 uses a range of strategies to maintain communication.

1.2 conveys information appropriate to context, purpose and audience.

1.3 exchanges and justifies opinions and ideas on known topics.

1.4 reflects on aspects of past, present and future experience.

2.1 applies knowledge of language structures to create original text.

2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future.

2.3 structures and sequences ideas and information.

3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information.

3.2 summarises, interprets and evaluates information.

4.1. recognises and employs language appropriate to different social contexts.

4.2 identifies values, attitudes and beliefs of cultural significance.

4.3 reflects upon significant aspects of language and culture.
## HSC Indonesian Continuers 2007 Assessment Grid

### Syllabus Weightings

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Date</th>
<th>TASKS</th>
<th>Speaking</th>
<th>Listening &amp; Responding</th>
<th>Reading &amp; Responding</th>
<th>Writing</th>
<th>Exam Type Tasks</th>
<th>Non Exam Type Tasks</th>
<th>Focus topic(s), Themes</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td><strong>Task 1:</strong> Interview and reflective email&lt;br&gt;Outcomes: 1.2, 3.1, 3.2, 4.1, 4.2</td>
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<td>5</td>
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<td>Religion, Celebrations &amp; Festivals</td>
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<td><strong>Task 2:</strong> Listening&lt;br&gt;Outcomes: 3.1, 3.2</td>
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<td></td>
<td>10</td>
<td></td>
<td>Urbanisation, Environment, Impact of Tourism, Changing Face of Indonesia</td>
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<td><strong>Task 3:</strong> Half-Yearly Exam&lt;br&gt;Outcomes: 1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1</td>
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<td><strong>Task 4:</strong> Learning Log&lt;br&gt;Outcomes: 1.4, 2.2, 3.1, 3.2, 4.2, 4.3</td>
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<tr>
<td></td>
<td></td>
<td><strong>Task 5:</strong> Trial HSC Exam&lt;br&gt;Outcomes: 1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1</td>
<td>Winter</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>25</td>
<td>Themes: The Individual, Indonesian-speaking Communities &amp; Changing World</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>25</td>
<td>40</td>
<td>15</td>
<td>45</td>
<td>55</td>
</tr>
</tbody>
</table>

The student:

1.1 uses a range of strategies to maintain communication.
1.2 conveys information appropriate to context, purpose and audience.
1.3 exchanges and justifies opinions and ideas on known topics.
1.4 reflects on aspects of past, present and future experience.
2.1 applies knowledge of language structures to create original text.
2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future.
2.3 structures and sequences ideas and information.
3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information.
3.2 summarises, interprets and evaluates information.
4.1 recognises and employs language appropriate to different social contexts.
4.2 identifies values, attitudes and beliefs of cultural significance.
4.3 reflects upon significant aspects of language and culture.
ASSESSMENT TASKS

Year 11 Indonesian Assessment

MODULE 1 - Family and Friends/Leisure and Lifestyle

Task 1: Email and Interview 15%

Email (5 marks)  due 5 March 2007

Interview (10 marks)  due 14 March 2007

Write a letter of at least 150 words to your Indonesian teacher about yourself, your family, and friends.

You should describe your personality, your strengths and weaknesses, and what things are important to you (consider what makes up your identity). Explain the relationship you have with your friends and your family members and the qualities you value about your friends and family.

Use the correct letter format and the appropriate language register for writing to your teacher.

The interview will include questions based on your letter. It will take about 5–7 minutes and will be recorded.

Outcomes assessed: 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1

1.2 conveys information appropriate to context, purpose and audience

1.3 exchanges and justifies opinions and ideas on known topics

1.4 reflects on aspects of past, present and future experience

2.1 applies knowledge of language structures to create original text

2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future

2.3 structures and sequences ideas and information

4.1 recognises and employs language appropriate to different social contexts.
Email marking criteria

You will be assessed on the:

• relevance of the treatment of ideas, information or opinions;
• accuracy of vocabulary and sentence structures;
• variety of vocabulary and sentence structures;
• capacity to structure and sequence responses.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes descriptively with well-selected information relevant to the demands of the task</td>
<td>4–5</td>
</tr>
<tr>
<td>Demonstrates comprehensive knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax</td>
<td></td>
</tr>
<tr>
<td>Manipulates language authentically and creatively to describe and explain</td>
<td></td>
</tr>
<tr>
<td>Sequences and structures information coherently and effectively</td>
<td></td>
</tr>
<tr>
<td>Writes descriptively to meet the general requirements of the task</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates a satisfactory knowledge and understanding of relevant and appropriate vocabulary, affixation and syntax</td>
<td></td>
</tr>
<tr>
<td>Manipulates language to describe but may not explain</td>
<td></td>
</tr>
<tr>
<td>Sequences and structures information effectively</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a limited understanding of the requirements of the task</td>
<td>1–2</td>
</tr>
<tr>
<td>Demonstrates an elementary knowledge and understanding of relevant vocabulary, affixation with evidence of the influence of English syntax and vocabulary</td>
<td></td>
</tr>
<tr>
<td>Demonstrates limited evidence of the ability to organise information</td>
<td></td>
</tr>
</tbody>
</table>

Comment
Interview marking criteria

You will be assessed on how well you demonstrate:

- the capacity to maintain a conversation (comprehension, communication strategies);
- relevance and depth of treatment of information opinions, comment;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates effectively with correct intonation and pronunciation</td>
<td>9–10</td>
</tr>
<tr>
<td>Responds with relevant information and a range of opinions and/or comment</td>
<td></td>
</tr>
<tr>
<td>Responds with a very good level of grammatical accuracy, variety of vocabulary and sentence structure</td>
<td></td>
</tr>
<tr>
<td>Communicates well, with some degree of fluency and authenticity</td>
<td>7–8</td>
</tr>
<tr>
<td>Responds with relevant information and some opinions and/or comment</td>
<td></td>
</tr>
<tr>
<td>Responds with a range of vocabulary and structures, but with some minor inaccuracies</td>
<td></td>
</tr>
<tr>
<td>Maintains satisfactory communication but with repetition and inaccuracies in grammar and vocabulary</td>
<td>5–6</td>
</tr>
<tr>
<td>Responds with relevant information and opinions</td>
<td></td>
</tr>
<tr>
<td>Maintains a basic level of communication</td>
<td>3–4</td>
</tr>
<tr>
<td>Presents some relevant information and opinions</td>
<td></td>
</tr>
<tr>
<td>Responds with limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</td>
<td>1–2</td>
</tr>
</tbody>
</table>

Notes

- Range of structures
- Variety of vocabulary
- Authenticity of conversation (correct register for conversation, original ideas, etc.)
- Things to work on:

Comment
Assessment Task – Interview and Writing Task

- You will be required to interview an Indonesian about his/her religious beliefs and the special occasion(s) associated with his/her religion. You will need to use this information to write an email in Indonesian to a friend. (Carefully consider the questions that you ask as the information you gather will help you to write your email.)
- In your interview you may like to ask questions about place/time/frequency of worship, what the special occasions are and how they are celebrated, how they need to act as a Christian/Muslim, etc.
- You may also like to ask deeper questions to determine his/her feelings about religion and religious practice. Does his/her ethnicity or gender make a difference?
- Consider carefully the register of your language. Who are you interviewing?
- You will conduct the interview in groups of up to three. Each person in the group MUST write at least five questions for the interview. You should take turns in asking the questions. You must record your interview and submit the tape/CD as part of the task.
- Write down what you have learnt about the information presented in the interview in your Learning Log. (Remember to notice, compare and reflect on some of the similarities and differences of your religious practice and his/hers. Think about whether the information that you learnt confirmed any of your assumptions or not. Be careful not to generalise as the information you gather is from one person's perspective.)
- After you have interviewed the Indonesian, you need to complete the following written task:

  ‘Imagine that you are on exchange in Indonesia. You are living with a Christian/Muslim family. Write an email of 200 words to a good friend in which you describe and reflect on living with this family. In your email make specific reference to the information you have learnt from your interview.’
Interview
You will be assessed on how well you demonstrate:

- the ability to recognise and employ language appropriate to the interviewee and social context;
- relevance and depth of questions;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- variety and appropriateness of vocabulary and sentence structures;
- the capacity to maintain a conversation (comprehension, communication strategies).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate language register for interviewee and social context</td>
<td>17–20 Excellent intercultural understanding</td>
</tr>
<tr>
<td>Selects questions with consideration of interviewee</td>
<td></td>
</tr>
<tr>
<td>Demonstrates depth of treatment of subject matter through questions asked</td>
<td></td>
</tr>
<tr>
<td>Interacts in Indonesian using accurate and varied language</td>
<td></td>
</tr>
<tr>
<td>Communicates effectively with correct intonation and pronunciation</td>
<td></td>
</tr>
<tr>
<td>Uses appropriate language register for interviewee and social context</td>
<td>13–16 Very good intercultural understanding</td>
</tr>
<tr>
<td>Selects questions with consideration of interviewee</td>
<td></td>
</tr>
<tr>
<td>Demonstrates some depth of treatment of subject matter through questions asked</td>
<td></td>
</tr>
<tr>
<td>Interacts in Indonesian using varied language but with some inaccuracies</td>
<td></td>
</tr>
<tr>
<td>Communicates well but may have a few inaccuracies in intonation and pronunciation</td>
<td></td>
</tr>
<tr>
<td>Uses appropriate language register for interviewee and social context</td>
<td>9–12 Good intercultural understanding</td>
</tr>
<tr>
<td>Selects questions with consideration of interviewee</td>
<td></td>
</tr>
<tr>
<td>Asks relevant questions but shows little depth in subject matter</td>
<td></td>
</tr>
<tr>
<td>Interacts in Indonesian but has inaccuracies in structure and vocabulary choice</td>
<td></td>
</tr>
<tr>
<td>Maintains satisfactory communication with a few inaccuracies in intonation and pronunciation</td>
<td></td>
</tr>
<tr>
<td>May not use appropriate language register for interviewee and social context</td>
<td>4–8 Limited intercultural understanding</td>
</tr>
<tr>
<td>Selects questions with some consideration of interviewee</td>
<td></td>
</tr>
<tr>
<td>Asks relevant questions but shows no depth in subject matter</td>
<td></td>
</tr>
<tr>
<td>Interacts in Indonesian but has several inaccuracies in structure and vocabulary choice</td>
<td></td>
</tr>
<tr>
<td>Maintains basic communication with a few inaccuracies in intonation and pronunciation</td>
<td></td>
</tr>
<tr>
<td>Incorrect register</td>
<td>1–4 Poor intercultural understanding</td>
</tr>
<tr>
<td>Little consideration of interviewee in respect to questions asked</td>
<td></td>
</tr>
<tr>
<td>Some relevant questions asked</td>
<td></td>
</tr>
<tr>
<td>Interacts in Indonesian but has several inaccuracies in structure and vocabulary choice</td>
<td></td>
</tr>
<tr>
<td>Maintains basic communication for part of the interview</td>
<td></td>
</tr>
</tbody>
</table>
Email
You will be assessed on how well you:

- summarise main points and provide detailed items of specific information from your interview;
- identify values, attitudes, and beliefs of cultural significance;
- interpret and evaluate information showing your intercultural learning;
- use appropriate register;
- demonstrate accuracy of sentence structures;
- demonstrate complexity of vocabulary;
- demonstrate the capacity to structure and sequence response.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarises main points and provides detailed information describing special occasion Identifies values, attitudes, and beliefs of cultural significance Reflects on experience in a perceptive manner, interpreting and evaluating information from interview Writes using appropriate informal register Writes in a sequenced manner demonstrating accuracy of structures (uses OFC) and complexity of vocabulary</td>
<td>17–20 Excellent intercultural understanding</td>
</tr>
<tr>
<td>Summarises main points and provides detailed information describing special occasion Identifies values, attitudes, and beliefs of cultural significance Reflects on experience, interpreting and evaluating information from interview Writes using appropriate informal register Writes in a sequenced manner with minor inaccuracies in structures Writes using a variety of vocabulary</td>
<td>13–16 Very good intercultural understanding</td>
</tr>
<tr>
<td>Summarises main points and describes special occasion Identifies some values, attitudes, and beliefs of cultural significance Reflects on experience, interpreting and evaluating some information from interview Writes using appropriate informal register Writes in a sequenced manner with some inaccuracies in structures Writes using a variety of vocabulary</td>
<td>9–12 Good intercultural understanding</td>
</tr>
<tr>
<td>Summarises main points and describes some aspects of special occasion, little to no reflection Identifies some values, attitudes, and beliefs of cultural significance May not write using appropriate informal register Writes with some inaccuracies in structures Writes using relevant vocabulary</td>
<td>4–8 Limited intercultural understanding</td>
</tr>
<tr>
<td>Describes some aspects of special occasion May not write using appropriate informal register Writes with some inaccuracies in structures and vocabulary</td>
<td>1–4 Poor intercultural understanding May be offensive or incomprehensible</td>
</tr>
</tbody>
</table>
Year 12 Indonesian – Autumn Term Assessment Task

<table>
<thead>
<tr>
<th>Date Due:</th>
<th>Language Modes:</th>
<th>Weighting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 July 2007</td>
<td>Reading and Responding; Writing</td>
<td>25%</td>
</tr>
<tr>
<td>ISSUED 26 October 2006</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Log**

- Over the next 9 months you will need to complete a Learning Log. In this log you will record your impressions of what you learn during Year 12, with a particular reference to your intercultural understanding. As you read, view, or listen to Indonesian texts, record what you notice about Indonesian culture. Pay particular attention to the way that language and culture are linked. Compare what you learn to Australia and reflect on your new knowledge and understandings and how this may shape your view of the world and your ever-developing socio-cultural and linguistic identity. Where possible, record your impressions in Indonesian.

- Consider aspects such as the intended audience of the text as well as its purpose and context.

- Identify and explain features of traditional and contemporary lifestyle. Evaluate what the text communicates about Indonesian culture, including representations of the culture.

- Identify generalisations about people and culture, e.g. question stereotypes.

- Analyse values, attitudes, and beliefs of cultural significance in the texts, e.g. celebrations and festivals such as Lebaran.

- In addition to your reflections throughout the year, you need to complete a range of reading and responding tasks.
Marking Guidelines

Learning Log — Ongoing Work
In your Learning Log, you will be assessed on how well you:
• identify values, attitudes, and beliefs of cultural significance;
• reflect upon significant aspects of culture and language.

Specific Texts
Comprehension:
In your answer you will be assessed on how well you demonstrate the capacity to:
• understand general and/or specific aspects of text, through, for example, summarising or evaluating;
• convey the information accurately and appropriately.

Reading Response:
In your answer you will be assessed on how well you demonstrate:
• the capacity to understand general and specific aspects of a text by identifying, analysing, and responding to information in Indonesian;
• relevance of ideas, information, or opinions in Indonesian;
• accuracy of vocabulary and sentence structures in Indonesian.
Evidence of learning

Evidence will be gathered by assessing students’ ability to read and listen to texts by determining the gist, extracting key information, and summarising this as required.

The speaking activities will assess students’ ability to reproduce relevant information about themselves and demonstrate their intra-cultural learning. The writing activities will indicate students’ ability to write descriptively and use learnt vocabulary and structures, particularly adjectives to describe personality and behaviour. Discussion about family life and friendship in Indonesia will indicate students’ preconceptions and show their intercultural learning. The reflective diary entry will assess students’ intercultural understanding and this will be used to help students build on their knowledge and understanding for subsequent modules. The written email will assess students’ intra-cultural knowledge and understanding as students describe themselves and their friends/family and explain why certain qualities are important to them. Students will be expected to use a range of appropriate vocabulary and structures. The interview based on the content of the email will assess students’ understanding of the topic and their ability to communicate appropriately according to audience, purpose, and context. Students will be expected to be able to articulate and explain their personal qualities and activities and those of their friends and family. It is expected that students will use a range of sophisticated vocabulary and structures and be able to speak for 7 minutes.

Feedback

The teacher provides written feedback about students’ email and interview. Oral feedback will be provided about their understanding of spoken and written texts and their ability to speak in Indonesian during the pair work and whole-class activities. Ongoing feedback will be provided on their intercultural learning.

<table>
<thead>
<tr>
<th>Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11- Stage 6 Module 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief notes to explain what constitutes a ‘good’ and an ‘excellent’ task.</td>
</tr>
</tbody>
</table>

| Sample of good standard collected |
| Sample of excellent standard collected |

<table>
<thead>
<tr>
<th>Comments about assessment task (20%)</th>
</tr>
</thead>
</table>

| Additions to unit |
| Deletions from unit |
Example 3: Nicola — Primary Indonesian

**Assessment**

In the ACT, the Indonesian program is school based on a scope and sequence developed a number of years ago by ACT primary school Indonesian teachers. It also uses the outcomes of the NSW *K–10 Indonesian Syllabus*. This is possible as the school is in an archdiocese that includes both the ACT and NSW.

There is a difficulty with the new ACT Essential Learning Achievements. The only ELA to mention languages is ELA 11: The student understands and values human diversity, where the one of the Essential Contents requires that the student has opportunities to understand and learn about another language. This gives no guidance as to what should be included or in what sequence and indeed it seems to give individual schools the scope to discontinue their language program.

Like most schools, the grading system of A–E was used in first semester this year, and it was used to assess Indonesian. The explanations of what was required to achieve each grade were non-negotiable within the system and they were not appropriate for teaching and learning a language. If used as required, it would not have been possible to give any student an A, and very few would have achieved a B.

*Write simple sentences describing four different rice related illustrations. Also include English meaning. Give reasons why Indonesian has four words for rice.*

Use new illustrations to check for students' understanding of the use of the four different Indonesian words used for rice in the growing, harvesting, and eating process.

The translation is required so that students are aware that in English rice is the only word used.

*(Cumulative Assessment)*

*In pairs, cut out, arrange, and paste words into sentences to describe the photo. Read sentence/s to the class.*

Each pair is given a page consisting of a photo, a word bank, and space to paste the sentence/s beneath the photo. Extra sentences could also be written.

Because adjectives are also given students may or may not include them, and have to remember correct word order (number + noun + adjective).

*(Cumulative Assessment)*

*Use conjunctions to improve the complexity of the simple sentences created previously.*

In same pairs as before, students join only the sentences that would benefit from such linking; making sure that meaning isn't compromised.

*(Cumulative Assessment)*

*Draw and write the text for as many as six of the steps in the rice process. Make up the family members and their names. Use all the term's worksheets and the vocabulary list for information and guidance.*

Describe who is in each drawing and what they are doing, giving as much detail as possible, including their names, their relationship to others in the family, and the correct word for the type of rice. Use adjectives and conjunctions.

*(Summative Assessment)*
Example 3: Nicola — Primary Indonesian (cont’d)

In pairs, sequence a jumbled conversation about bargaining for tomatoes and then role-play.
Match the sentence with the illustration and then place the conversation in the correct order.
(Cumulative Assessment)

In pairs write and role-play a bargaining conversation.
The focus is on using salutations, exclamations, units of measurement, adjectives, price, yang, and group classifiers. Body language is important.
(Summative Assessment)

In small groups, design a warung or rumah makan menu.
Write the conversation that takes place when an order is placed.
Role-play this conversation.
This is for an Indonesian warung or rumah makan menu so therefore must be for Indonesian foods. The menu cannot be too extensive. Menu must be similar to the Indonesian ones the students have seen. Focus is on correct word order, additional information about why or why not certain items are ordered, prices, and correct addition of the bill.
(Summative Assessment)
Example 4: Robert – Year 8 French

Task 1
Use visual stimulus (cartoons and video) of a few situations of people using ‘tu’ and ‘vous’ and invite students to point out differences in the situations and differences in the use of language in the ways the people address each other. (Noticing).

This task is not assessed. Do this in the first half of lesson 1. In the second half, the teacher presents and explains what students will need to do for Task 2, with examples.

Have a gap of at least 3 to 4 days between Task 1 and the presentation of Task 2 – a weekend would be good, or give time in class to write role-plays. Video this and all sessions.

Task 2
In pairs, students present two separate role-play situations (2–3 mins max. each), the dialogues for which they write themselves in French, relating to one of the topics or themes covered throughout the year – Unités 9-14 Tapis Volant 1.

In the first role-play, the students must use ‘tu’ several times in an appropriate situation and context. In the second role-play, the students must use ‘vous’ several times in an appropriate situation and context. Props are encouraged. Some may wish to use a narrator to set the scene at the start. (Engagement with content/Experimenting). Cumulative task.

Task 3
The students must write a ‘Cultural Reflection Paper’ in English where they outline why they used ‘tu’ and why they used ‘vous’ in the role-play situations – half page. They are also to comment on any different feelings generated through the use of ‘tu’ or ‘vous’. This is to happen after all role-plays are presented. (Reflection). Cumulative task.

Task 4
Then, they must consider the type of language they would have used in the same situation in Australia, i.e. use of formal versus informal language. This would take the form of a translation of the script of their role-plays.

I would leave it up to students to decide on what their version of the same situation in Australia is, i.e. students of different cultural backgrounds will inevitably come up with vastly different situations and different use of language. (Comparing). Cumulative task.

Task 5
Towards the end of the process, the students produce a ‘Cultural Comparison Paper’ (half page in English) where they consider why there are two different ways of saying the second person singular ‘you’ in French, and not in English. The aim of this is not to gain a precise answer to this question, but to have the students contemplate the differences in a deeper way. (Comparing). Summative task.

Task 6 — Feedback Session
A video recorded lesson where I invite discussion and feedback from the students about the process, how it made them feel, etc. This would be an opportunity for the students to present to the class (somewhat informally) what they wrote in their ‘Cultural Reflection Paper’ and their ‘Cultural Comparison Paper’ and any other thoughts on the process as a whole. (Reflecting/Sharing). Not assessed.
Example 4: Robert – Year 8 French (cont’d)

**Assessment**

**Task 1:** Will not be assessed.

**Task 2: Role-plays.** A mark out of 20 following the grid below for each role-play:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates confidently and fluently with correct intonation and pronunciation. Demonstrates in the role-play a sophisticated understanding of the use of ‘tu’ or ‘vous’ in French. Demonstrates through the role-play a sophisticated knowledge of the appropriate vocabulary and sentence structures required in this situation.</td>
<td>17–20</td>
</tr>
<tr>
<td>Communicates confidently and fluently during most of the role-play, with only slight mistakes with intonation and pronunciation. Demonstrates in the role-play a good understanding of the use of ‘tu’ or ‘vous’ in French. Demonstrates through the role-play good knowledge of the appropriate vocabulary and sentence structures required in this situation, with a few negligible mistakes.</td>
<td>13–16</td>
</tr>
<tr>
<td>Maintains satisfactory levels of communication, with some recurring mistakes with intonation and pronunciation. Demonstrates through the role-play some understanding of the use of ‘tu’ or ‘vous’ in French. Demonstrates through the role-play a satisfactory knowledge of the appropriate vocabulary and sentence structures required in this situation, with some important and recurring mistakes.</td>
<td>9–12</td>
</tr>
<tr>
<td>Maintains basic levels of communication, with many recurring mistakes with intonation and pronunciation. Demonstrates through the role-play limited understanding of the use of ‘tu’ or ‘vous’ in French. Demonstrates through the role-play a limited knowledge of the appropriate vocabulary and sentence structures required in this situation, with many important and recurring mistakes.</td>
<td>0–8</td>
</tr>
</tbody>
</table>

* I realise that some of these criteria may seem a little too general, but I am confident that it is workable when given the chance to compare the work of a class of about twenty-five students, and assuming that the top students would fit into the top bracket and spread them downwards accordingly. I agree that there is some reliance on what I term ‘impression marking’. The bottom students don’t necessarily have to fit into the bottom bracket. I expect the criteria to become clearer once I have samples of work to compare. This relates directly to a conundrum faced by foreign language teachers, whereby it is almost impossible to specifically itemise all marking, but as experienced professionals, we are able to contextualise, compare, and sense in order to assess students.
Example 4: Robert – Year 8 French (cont'd)

Task 3: Cultural reflection paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates through the paper a sophisticated and detailed understanding of why they used ‘tu’ and ‘vous’ in the role-play situations.</td>
<td>17–20</td>
</tr>
<tr>
<td>Demonstrates through the paper a good understanding of why they used ‘tu’ and ‘vous’ in the role-play situations, with a good level of detail.</td>
<td>13–16</td>
</tr>
<tr>
<td>Demonstrates through the paper a satisfactory understanding of why they used ‘tu’ and ‘vous’ in the role-play situations, with some detail.</td>
<td>9–12</td>
</tr>
<tr>
<td>Demonstrates through the paper a limited understanding of why they used ‘tu’ and ‘vous’ in the role-play situations, with a lack of detail.</td>
<td>0–8</td>
</tr>
</tbody>
</table>

Task 4: Translation of the scripts of the role-plays into English

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produces sophisticated and highly accurate translations, with comparable use in English of formal versus informal language to the use of ‘tu’ and ‘vous’ in French. Very few mistranslations of the vocabulary and structures required for the role-play situation.</td>
<td>17–20</td>
</tr>
<tr>
<td>Produces very good translations, with comparable use in English of formal versus informal language to the use of ‘tu’ and ‘vous’ in French. Few mistranslations of the vocabulary and structures required for the role-play situation.</td>
<td>13–16</td>
</tr>
<tr>
<td>Produces satisfactory translations, with some comparable use in English of formal versus informal language to the use of ‘tu’ and ‘vous’ in French. Some mistranslations of the vocabulary and structures required for the role-play situation.</td>
<td>9–12</td>
</tr>
<tr>
<td>Produces a limited translation, without much comparable use in English of formal versus informal language to the use of ‘tu’ and ‘vous’ in French. Frequent mistranslations of the vocabulary and structures required for the role-play situation.</td>
<td>0–8</td>
</tr>
</tbody>
</table>
Example 4: Robert – Year 8 French (cont’d)

**Task 5: Cultural comparison paper**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates through the paper a sophisticated and detailed consideration of why there are two different ways of saying the second person singular ‘you’ in French, and not in English. Many accurate examples given.</td>
<td>17–20</td>
</tr>
<tr>
<td>Demonstrates through the paper a careful and reasonably detailed consideration of why there are two different ways of saying the second person singular ‘you’ in French, and not in English. Some accurate examples given.</td>
<td>13–16</td>
</tr>
<tr>
<td>Demonstrates through the paper a satisfactory consideration of why there are two different ways of saying the second person singular ‘you’ in French, and not in English. Some examples given, but not all accurate.</td>
<td>9–12</td>
</tr>
<tr>
<td>Demonstrates through the paper a limited consideration of why there are two different ways of saying the second person singular ‘you’ in French, and not in English. Limited or no examples given.</td>
<td>0–8</td>
</tr>
</tbody>
</table>

Task 6 – Not to be assessed.