

STAGE 2 SPANISH (BEGINNERS)
ASSESSMENT TYPE 2: TEXT PRODUCTION
STUDENT RESPONSE

Mi experiencia de aprender español

por un estudiante de español

Me gusta aprender español mucho porque es un idioma interesante y útil. En mi curso de español estudié tópicos muy interesantes incluye la familia, la comida y las vacaciones. También aprendí sobre la cultura en España y Sudamérica.

Mi profesor de español fue muy simpático y mis clases de español fueron muy divertidas. Nosotros comimos comida de España y Sudamérica y jugamos juegos como 'boogle' en español y con una piñata.

Pienso que me gusta español porque es un idioma nuevo y no es muy difícil a aprender. Aprendí español me da muchas oportunidades para mi futuro. Voy a estudiar español a la universidad y me gustaría viajar a España o Sudamérica.

Español es un idioma más útil y creo que más persona necesita aprender español por diversión y por darse muchas oportunidades.

Additional Comments

This example is illustrative of a C standard.

Ideas

- Responses are mostly relevant to the context, purpose and audience.
- Information, ideas, and/or opinions on familiar topics are covered. Modelled sentence patterns generally used to communicate an idea or opinion.

Expression

- Generally effective use of some simple cohesive devices.
- Language always appropriate to context, purpose and audience.
- Responses are generally organised.
- Most conventions of the text type are observed.

Capacity to Convey Information

Some variety of vocabulary and sentence structures is used, with reliance on familiar vocabulary and sentence structures to convey meaning. Structure often based on word order derived from first language when attempts are made to elaborate.

Relevance

Some details are provided to support ideas. Elaboration of ideas, information, and/or opinions often consists of listing items.

Relevance

Responses convey the appropriate detail, ideas, and information. Responses engage the audience or interlocutor.

Coherence in Structure and Sequence

The language is generally comprehensible although some errors obscure meaning. Control of language is inconsistent.

Performance Standards for Stage 2 Interstate Assessed Languages at Beginners Level

Ideas	Expression		Interpretation and Reflection
<p>A</p> <p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, and audience.</p> <p>Responses consistently convey the appropriate detail, ideas, information, and/or opinions.</p> <p>Responses successfully engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth in the treatment of topics. Ideas, information, and/or opinions are developed and extended, and impressions are described effectively.</p> <p>Ideas and/or opinions are supported, and information is provided in sufficient detail.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>A range of vocabulary and sentence structures are used with a high degree of accuracy.</p> <p>More complex vocabulary and sentence structures are used, with some success. A few minor errors may be evident, but these errors do not impede meaning.</p> <p>Effective use of a range of cohesive devices.</p> <p>Language is highly appropriate for context, audience, and purpose.</p> <p>Pronunciation is accurate. Intonation is used effectively to enhance communication. Responses are fluent.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is sustained on a range of familiar topics, with minimal input from the interlocutor. Interrogative devices are understood and used appropriately. Unexpected questions or unfamiliar topics are handled with confidence and flexibility.</p> <p>Communication strategies are used to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting).</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Key ideas and relevant details are identified and explained, and connections are made within and between texts (e.g. comparing ideas, information, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message of the text, and supported with relevant evidence from the text.</p> <p><i>Analysis</i></p> <p>The function of particular linguistic features, the ways in which stylistic features are used for effect, and cultural references such as forms of address, location, and gender are identified and explained.</p> <p><i>Reflection</i></p> <p>The ways in which cultures, values, beliefs, and/or practices are represented in texts are articulated clearly.</p> <p>Insightful reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>
<p>B</p> <p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, and audience.</p> <p>Responses mostly convey the appropriate detail, ideas, information, and/or opinions.</p> <p>Responses mostly engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Some breadth in the treatment of familiar topics. Responses go beyond basic facts, using brief descriptive phrases to extend meaning.</p> <p>Ideas, information, and/or opinions are supported in some detail.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Vocabulary and sentence structures are used with some accuracy to convey meaning effectively.</p> <p>Some complex structures beyond familiar patterns are used to convey meaning, with some success.</p> <p>Generally effective use of cohesive devices.</p> <p>Language is generally appropriate to social and cultural context.</p> <p>Pronunciation and use of intonation generally facilitate communication. Responses are generally fluent.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are generally organised logically and coherently.</p> <p>Most conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is maintained on a range of familiar topics, with some reliance on input from the interlocutor to maintain interaction. Interrogative devices are understood and used with some confidence.</p> <p>Communication strategies are used to maintain interaction (e.g. asking for repetition, self-correcting). Well-rehearsed language is used to interact.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Relevant ideas and details in texts on familiar topics are identified and explained, and some connections are made within and between texts.</p> <p>Some conclusions are drawn about the purpose, audience, and message of the text, and supported with some relevant examples from the text.</p> <p><i>Analysis</i></p> <p>The function of particular linguistic features, some of the ways in which stylistic features are used for effect, and some cultural references are identified and described.</p> <p><i>Reflection</i></p> <p>The ways in which cultures, values, beliefs, and/or practices are represented in texts is explained.</p> <p>Some depth in reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>
<p>C</p> <p><i>Relevance</i></p> <p>Responses are generally relevant to the purpose and audience, and show some understanding of context.</p> <p>Responses convey the appropriate detail, ideas, and information.</p> <p>Responses engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Information, ideas, and/or opinions on familiar topics are conveyed. Modelled sentence patterns are generally used to communicate an idea or opinion.</p> <p>Some details are provided to support ideas. Elaboration of ideas, information, and/or opinions often consists of listing items.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Some variety of vocabulary and sentence structures is used, with reliance on familiar vocabulary and sentence structures to convey meaning. Structure often based on word order derived from first language when attempts are made to elaborate.</p> <p>The language is generally comprehensible although some errors obscure meaning. Control of language is inconsistent.</p> <p>Generally effective use of some simple cohesive devices.</p> <p>Language not always appropriate to context, purpose, and audience.</p> <p>Pronunciation is understandable. Some attention is given to intonation. Fluency is often confined to pre-learned material.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are generally organised.</p> <p>Some conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Well-rehearsed language is relied on to respond to simple questions on familiar topics, with frequent reliance on the interlocutor to take the lead and maintain interaction. Partial understanding of questions may lead to a response that is not relevant.</p> <p>The sentence patterns of the interlocutor are often repeated in the response. Prepared phrases are used to indicate lack of comprehension.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Some relevant information from texts on familiar topics containing predictable language structures is identified and extracted.</p> <p>Simple conclusions are drawn about the purpose, audience, and message of the text, and supported with isolated examples from the text.</p> <p><i>Analysis</i></p> <p>Particular linguistic and stylistic features and one or more cultural references are identified.</p> <p><i>Reflection</i></p> <p>Some cultural values and/or practices represented or expressed in texts are identified.</p> <p>Some reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>

Ideas	Expression		Interpretation and Reflection
<p>D <i>Relevance</i></p> <p>Responses are partially relevant to the purpose, and show some awareness of the audience or context.</p> <p>Responses convey some simple details or information that may be appropriate.</p> <p>Responses partially engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Some information relating to familiar topics is communicated.</p> <p>Information is generally repetitive and responses often rely on keywords or formulaic expressions to communicate meaning, or attempt to support information.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>A limited range of simple structures and vocabulary are used.</p> <p>The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.</p> <p>A cohesive device may be used.</p> <p>Language is occasionally appropriate to the purpose or audience.</p> <p>Pronunciation may impede meaning. Little attention is paid to intonation. Lack of comprehension impedes fluency.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses tend to be loosely connected sentences.</p> <p>Inconsistent use of one or more conventions of the text type.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics, with heavy reliance on the interlocutor to complete the interaction. Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension.</p> <p>Utterances rarely consist of more than two or three words. A keyword or partial response is provided as a means of negotiating more time for processing, with reliance on paralinguistic devices to convey meaning.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Keywords and some supporting detail are identified in texts containing simple, well-rehearsed language dealing with familiar situations.</p> <p>Specific information in the text is transcribed rather than interpreted.</p> <p><i>Analysis</i></p> <p>One or more basic linguistic and stylistic features of the text are identified.</p> <p><i>Reflection</i></p> <p>Some cultural elements expressed in texts are identified.</p> <p>One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are identified.</p>
<p>E <i>Relevance</i></p> <p>Responses have limited relevance to the purpose or audience.</p> <p>Responses are often incomplete.</p> <p>Responses may include an element that attempts to engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Responses are brief and often rely on a keyword or formulaic expression to convey meaning.</p> <p>Some basic information relating to familiar topics is communicated, using single words.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Single words and brief formulaic expressions are used to convey basic information on familiar topics. Rehearsed simple sentences are used out of context.</p> <p>There is a high incidence of basic errors that impede meaning, with evidence of the influence of the syntax of English and/or other languages.</p> <p>Attempted use of a cohesive device.</p> <p>Limited appropriateness of language to the purpose or audience.</p> <p>Pronunciation impedes meaning and may be strongly influenced by first language.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Conventions of the text type are ignored.</p> <p>Responses consist of disconnected sentences.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is limited to rehearsed repetitive vocabulary and one-word answers, with assistance from the interlocutor needed to complete sentences or to interpret intended meanings. There are misunderstandings of simple questions.</p> <p>A keyword is used to convey a whole message. There are frequent long pauses to process questions, and heavy reliance on paralinguistic devices to convey meaning.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Isolated items of information are identified in texts on familiar topics containing simple language.</p> <p>Understanding is limited to occasional isolated words, such as borrowed words.</p> <p><i>Analysis</i></p> <p>Attempted identification of one or more linguistic or stylistic features.</p> <p><i>Reflection</i></p> <p>Attempted identification of isolated cultural elements.</p> <p>One or more of own values, beliefs, practices, or ideas are identified.</p>