# Spanish Assessment Schedule: Assessment Activity 1.2a

##### Activity Title: My Taonga

##### Achievement Standard: 91973 Communicate in Spanish for a chosen purpose

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria | | |
| At the Achieved level, the student is able to communicate in Spanish for a chosen purpose | At the Merit level, the student is able to communicate capably in Spanish for a chosen purpose | At the Excellence level, the student is able to communicate skilfully in Spanish for a chosen purpose |
| Teacher Judgement | | |
| At the Achieved level, the student is able to:   * use language in their chosen format (spoken, written, or a combination of both) to express information, ideas, and opinions relevant to the context * refer to events or experiences in the present, as well as the past or future * achieve overall communication despite inconsistencies. | At the Merit level, the student is able to:   * use a range of language in their chosen format (spoken, written, or a combination of both) * build on aspects of the information, ideas, and opinions expressed * achieve communication that is not significantly hindered by inconsistencies. | At the Excellence level, the student is able to:   * use a range of language successfully in their chosen format (spoken, written, or a combination of both) * connect information, ideas, and opinions cohesively * achieve communication that is not hindered by inconsistencies. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) | | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:   * used generally short, simple, and formulaic sentences to communicate relevant information, ideas, and opinions in their chosen format about the selected context * used language that may be repetitive * referred to events or experiences in the present, as well as the past or future. *For example, “I love my family. We celebrated a birthday last week. It was for Mum.”* * achieved overall communication, though it may be hindered in places by inconsistencies such as pronunciation, word choice, sentence structure. | At the Merit level, the student has:   * demonstrated evidence of a variety of language, such as a breadth of vocabulary, combination of sentence types, and coverage of different communicative functions, appropriate to both the context and level, in their chosen format * built on information, ideas, and opinions with simple additional detail about the context, such as descriptions, reasons, feelings. *For example, “My family is important. We celebrated Mum’s birthday last week. Her favourite restaurant is in the city.”* * achieved communication that is not significantly hindered by inconsistencies. | At the Excellence level, the student has:   * demonstrated consistent mastery of quality language, in their chosen format, appropriate to the level and selected context such as showing generally accurate production of language overall with well-chosen and varied vocabulary and structures. *For example, “My family is important, so we celebrate birthdays together. We celebrated my mum’s birthday last week at her favourite restaurant in the city. It’s famous for its cakes.”* * connected information, ideas, and opinions to show cohesion, such as linking information effectively and demonstrating logical flow in the expression of ideas and opinions * achieved communication in which inconsistencies are minor in nature and do not impact on clarity. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.