

Carilah oleh-oleh Assessing student achievement in Indonesian proficiency

Mapping against the Key Performance Measures - Indonesian Year 10 includes outcomes addressed in pre-teaching and post-teaching activities (A) as well as when using the learning object directly (O)

Skills	Knowledge of language as a system	Sociocultural knowledge
<p>Reading & Viewing</p> <ul style="list-style-type: none"> ▪ Understand gist, main ideas, key words, specific information O A ▪ Recognise features of different text types O A ▪ Identify the overall purpose, e.g. to inform, persuade O A ▪ Distinguish facts and opinions O ▪ Make judgements about the relevance of detail O ▪ Infer the meaning of some unknown words from context O ▪ Identify relationships between ideas, e.g. sequence of events, cause and effect, changes in time or relationship O ▪ Recognise roles and relationships within the text. O A <p>Listening and Viewing</p> <ul style="list-style-type: none"> ▪ Understand gist, main ideas, key words, specific information A ▪ Identify the overall purpose, e.g. to inform, persuade A ▪ Infer the meaning of some unknown words from context A ▪ Recognise features of different text types A ▪ Recognise relationships between ideas, e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship A ▪ Recognise roles & I relationships of participants O A ▪ Recognise intonation A ▪ Interpret gestures and facial expressions. A <p>Writing</p> <ul style="list-style-type: none"> ▪ Write for different purposes A ▪ Present ideas in a logical sequence A ▪ Link ideas (i.e. using cohesive devices) A ▪ Create mood and feeling (e.g. through use of adjectives) A ▪ Create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new context A ▪ Summarise information or combine information from range of sources A ▪ Observe the relevant text convention, e.g. appropriate format, paragraphs and topic sentences A ▪ Use correct punctuation, e.g. full stops, capitals, question marks, commas A ▪ Plan and edit own work A <p>Speaking</p> <ul style="list-style-type: none"> ▪ Initiate interactions on familiar topics A ▪ Ask for clarification (e.g. <i>maaf, tolong, sckali lagi</i>) A ▪ Formulate and respond to factual questions A ▪ Respond to some unpredictability in an interaction A ▪ Create mood and feeling (e.g. through use of adjectives) A ▪ Create original utterances by using new words in familiar sentences or by extending rehearsed language patterns to new context A ▪ Summarise information or combine information from a range of sources A ▪ Organise ideas in a logical sequence A ▪ Link ideas A ▪ Use correct pronunciation, stress patterns, intonation, phrasing A ▪ Monitor own language and attempt self correction A ▪ Use gestures and facial expressions to convey meaning A 	<p>Comprehend or produce well-rehearsed language patterns and structures including</p> <ul style="list-style-type: none"> ▪ A range of sentence structures, e.g. with <i>ada/adalah</i>, passive voice. Relative clauses. Conditional time sequences, modals, imperatives, comparatives, question forms O A ▪ Verb forms (<i>ber, me-, me-kan, me-i, etc</i>) O A ▪ Negatives (<i>tidak, bukan, belum</i>) O A ▪ Pronouns (<i>saya, ia, dia, kamu, mereka, Anda, etc</i>) O A ▪ Adjectives (<i>pandai, lucu, halus</i>) O A ▪ Nouns forms (<i>pe-, -an, pe-an, per-an, ke-an</i>) O A ▪ Tense markers (<i>sudah, sedang, akan</i>) O A ▪ Use cohesive devices, such as sequence markers and coordinating conjunctions, e.g. <i>tetapi, namun, sesudah itu, walaupun, oleh sebab itu, baik maupun</i> O A ▪ Some idiomatic and colloquial language. O A 	<p>Awareness of aspects of culture, values and practice, e.g.</p> <ul style="list-style-type: none"> ▪ Body language, gestures, intonation and other cues A ▪ Greetings, e.g. <i>selamat hari raya, silakan masuk</i>, and forms of address... O A ▪ Aspects of lifestyle e.g. <i>mandi, bersembahyang, selamatan</i> O A ▪ Other important conventions, e.g. use of the right hand, making requests indirectly O A ▪ Civic values, e.g. <i>Pancasila, gotong royong</i>. A

Yr 10 KPMs (continued) *Context for language tasks appropriate for this age group.*

Contexts	Text-types	Task-types	Level of support
<p>A range of contexts relating to the interests, needs or experience of adolescent learners, e.g. personal and community life, leisure and recreation, lifestyles and the environment.</p>	<p>Reading and Viewing</p> <ul style="list-style-type: none"> ▪ Straightforward, mainly authentic text, e.g. simple written instruction (e.g. a recipe), a procedure, a sequence of events, a letter, labels, packets, tickets, advertisements, diary entry, website home pages. ▪ Longer texts containing some unfamiliar language, e.g. stories and modified magazine articles in print or multimedia format. <p>Listening & Viewing</p> <ul style="list-style-type: none"> ▪ Short simple utterances, e.g. a statement, request, a question, announcements ▪ Straightforward familiar conversations, ▪ Longer passages containing repetitive language and some unfamiliar language, e.g. simple recount, narrative, description (of events, people, places and things) short stories, simple poems, procedures in live, taped or multimedia format. 	<p>Reading & Viewing</p> <ul style="list-style-type: none"> ▪ Complete a chart, diagram or graph, match information to text, e.g. a plan of a house, choose an appropriate title or heading, follow instructions, interpret simple data (e.g. a chart, diagram or graph), answer comprehension questions, describe and comment on themes, characters and events. <p>Listening & Viewing</p> <ul style="list-style-type: none"> ▪ Complete a chart or graph, select from options (e.g. a title or heading), match information to text, e.g. a plan of a house, or a diagram, follow instruction, answer comprehension questions, describe and comment on themes, characters and events ▪ Respond nonverbally, e.g. using actions, sequence, a set of pictures, follow instructions (e.g. to complete a puzzle) <p>Writing</p> <ul style="list-style-type: none"> ▪ Write simple cohesive texts, e.g. a story, poem, report, letter, a set of instructions, a poster, advertisement, postcard, recipe, journal entry, personal message, a description (people, places, events and things), message to an email chat room ▪ Write longer texts of several paragraphs, e.g. present information or ideas, express a point of view, provide an explanation present information in another format, e.g. (a postcard a journal entry, a survey into a graph or an article in the form of a letter), create a simple web page. <p>Speaking</p> <ul style="list-style-type: none"> ▪ Monologue; give simple messages, directions, short sequences of instructions 	<ul style="list-style-type: none"> ▪ Access to teacher support and feedback ▪ Access to multimedia resources <p>Reading & Viewing</p> <ul style="list-style-type: none"> ▪ Access to bilingual dictionaries, word banks, charts and other environmental print ▪ Access to visual cues, e.g. subtitles, photos, illustrations, diagrams, maps ▪ Difficult vocabulary may be glossed or pre-taught ▪ contextualised <p>Listening and Viewing</p> <ul style="list-style-type: none"> ▪ Speed and delivery may be modified ▪ The listening text may be repeated ▪ Contextualised ▪ Visual prompts such as tone, gestures and facial expressions or realia may be provided ▪ Some level of predicability. <p>Writing</p> <ul style="list-style-type: none"> ▪ Language required has typically been well-rehearsed ▪ Access to multimedia resources, bilingual dictionaries, word banks, charts and other environmental print ▪ Access to models or scaffolds, e.g. concept maps, planning charts ▪ Access to assistance with new vocabulary and structure. <p>Speaking</p> <ul style="list-style-type: none"> ▪ Language required has been well-rehearsed ▪ Access to bilingual