

## Kata-kata dasar - Assessing student achievement in Indonesian proficiency

Mapping against the Key Performance Measures - Indonesian Year 6/7

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><b>Reading and Viewing</b></p> <ul style="list-style-type: none"> <li>understands sentences, gist, key words; main ideas, single items of information <b>O A</b></li> <li>recognise features of common text types <b>A</b></li> <li>infer meaning from context <b>O A</b></li> <li>deal with some minimal unpredictability <b>O A</b></li> <li>recognise basic text organisation, e.g. dictionary entries <b>O A</b></li> <li>recognise roles &amp; relationships within the text. <b>O A</b></li> </ul> <p><b>Listening and Viewing</b></p> <ul style="list-style-type: none"> <li>understands gist, sentences, key words; main ideas, single items of information <b>O</b></li> <li>infer meaning from context <b>O</b></li> <li>recognise intonation <b>O</b></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>use correct spelling and punctuation <b>O A</b></li> <li>use modelled language and formulaic expressions <b>O A</b></li> <li>begin to experiment, eg use new vocabulary in well rehearsed structures <b>A</b></li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>use correct pronunciation <b>A</b></li> <li>use modelled language and formulaic expressions <b>A</b></li> <li>begin to experiment, e.g. use new vocabulary in well-rehearsed structures <b>A</b></li> </ul>	<p>Comprehend or produce simple, well-rehearsed, formulaic language, including:</p> <ul style="list-style-type: none"> <li>basic sentences, e.g. <i>ini buku, saya suka es krim.</i> <b>O A</b></li> <li>basic word order (subject, verb, object), e.g. <i>Orang ini membakar jagung.</i> <b>O A</b></li> <li>prepositions, e.g. <i>di sekolah, di pantai, di jalan</i> <b>O A</b></li> <li>pronouns, e.g. <i>saya, dia, kamu, mereka</i> <b>A</b></li> <li>basic word formations, eg <i>ber- / me- prefixes</i> <b>O A</b></li> <li>Pe- prefixes <b>A</b></li> </ul>	<p>Awareness of explicitly taught aspects of culture, values and practices, e.g.:</p> <ul style="list-style-type: none"> <li>comparison of some settings in Australia and Indonesia eg <i>di jalan, di sekolah, di pantai</i> <b>O A</b></li> <li>aspects of lifestyle e.g. street vendors, school uniform, games <b>O A</b></li> </ul>

**KPMs – Indonesian Years 6/7 cont. *Context for language tasks appropriate for this age group.***

Contexts	Text-types	Task-types	Level of support
<p>Familiar or predictable contexts relating to young learner’s immediate interests, needs or experience, e.g. personal and community life, leisure and recreation.</p>	<p><b>Reading and Viewing</b></p> <ul style="list-style-type: none"> <li>▪ Short Texts comprising single words or phrases, e.g. captions, labels, packets, tickets, advertisements, icons or links on a web page, email subject lines;</li> <li>▪ Longer texts containing simple structures and contextual support, e.g. simple illustrated stories and simple folk tales, letters, simple procedures, email messages, subtitles, in print or in multimedia format.</li> </ul> <p><b>Listening &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>▪ Short phrases and sentences, e.g. questions, statements, classroom instructions, announcements</li> <li>▪ Several linked utterances, e.g. short conversations, poems, songs</li> <li>▪ Longer texts with repetitive or well-rehearsed language and contextual support (such as pictures, realia, tone, gestures and facial expressions), e.g. simple stories, procedures, in live, taped or multimedia format.</li> </ul>	<p><b>Reading &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>▪ Complete a chart or graph, enter personal details on a form, select the best title for a story, follow simple instructions, select or draw a picture to illustrate a text.</li> </ul> <p><b>Listening &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>▪ Complete a chart or graph, produce simple, formulaic responses</li> <li>▪ Respond nonverbally, e.g. using actions (e.g. Simon says) or miming, following simple instructions (e.g. classroom procedures, colouring), draw a picture.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ Write single words or phrases, e.g. write a list or complete a card, name tag, labels (e.g. for classroom objects), cartoon speech bubbles</li> <li>▪ Substitute language items in a familiar model to produce original text, e.g. a simple narrative, recount or report, letter, personal opinion, description, diary entry, email, simple message.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Interaction: greet and introduce; exchange person information; request information; respond to simple and predictable questions (e.g. <i>Apa kabar?</i>) ask prepared questions as part of a simple dialogue</li> <li>▪ Monologue; name and describe objects; present information, recount events, actions, or stories give directions, leave simple messages, make a simple announcement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Access to teacher support and feedback</li> <li>▪ Access to multimedia resources</li> <li>▪ Use of realia.</li> </ul> <p><b>Reading &amp; Viewing</b></p> <ul style="list-style-type: none"> <li>▪ Access to dictionaries, word banks, charts and other environmental print</li> <li>▪ Access to visual cues, e.g. photos, illustrations</li> <li>▪ Difficult vocabulary may be glossed or pre-taught</li> <li>▪ Highly contextualised</li> </ul> <p><b>Listening and Viewing</b></p> <ul style="list-style-type: none"> <li>▪ Speed and delivery may be modified</li> <li>▪ The listening text may be repeated a number of times</li> <li>▪ Difficult vocabulary may be pre-taught</li> <li>▪ Access to visual cues, e.g. pictures, realia, tone, gestures and facial expressions</li> <li>▪ Subtitles may be provided for movies/documentaries.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ Language required has been well-rehearsed</li> <li>▪ Access to models or scaffolds, e.g. concept maps, planning charts</li> <li>▪ May occasionally use some English words to cover gaps in their Indonesian.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>▪ Language required has been well- rehearsed</li> <li>▪ Access to models</li> <li>▪ May occasionally use some English words to cover gaps in Indonesian</li> <li>▪ Access to notes, cue cards, prompting.</li> </ul>