

Kesan! Majalah internet Assessing student achievement in LOTE 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>Reading and Viewing O A</p> <ul style="list-style-type: none"> understands sentences, gist, key words; main ideas, single items of information O A recognise features of common text types O A identify text purpose, e.g. statement, request, question O A infer meaning from context O A deal with some minimal unpredictability O A recognise basic text organisation, e.g. sequence of events O A recognise roles & relationships within the text. O A <p>Listening and Viewing</p> <ul style="list-style-type: none"> understands gist, sentences, key words; main ideas, single items of information O A recognise features of common text types O A identify text purpose, e.g. statement, request, question O A infer meaning from context O A deal with some minimal unpredictability A recognise basic text organisation, e.g. sequence of events A recognise roles & relationships within the text A interpret gestures and facial expressions. A <p>Writing</p> <ul style="list-style-type: none"> use correct spelling and punctuation O A use modelled language and formulaic expressions O A begin to experiment, eg use new vocabulary in well rehearsed structures O A write linked sentences to form a short paragraph O A plan and edit own work O A <p>Speaking</p> <ul style="list-style-type: none"> use correct pronunciation A ask for clarification (e.g. <i>ma'af, saya tidak mengerti</i>) A use modelled language and formulaic expressions A begin to experiment, e.g. use new vocabulary in well-rehearsed structures A use gestures and facial expressions to convey meaning A 	<p>Comprehend or produce simple, well-rehearsed, formulaic language, including:</p> <ul style="list-style-type: none"> basic sentences, e.g. <i>ini buku, saya suka es krim.</i> O A basic word order (including noun phrases; using adjectives / possessives), e.g. <i>Itu pena, rumah itu tinggi, buku biru saya, nama saya Bill.</i> O A simple questions, e.g. <i>apa itu?, siapa nama kamu?, di mana buku saya?</i> O A prepositions, e.g. <i>di atas, di bawah, di depan</i> O A adjectives, e.g. <i>besar, kecil</i> O A negatives, e.g. <i>tidak, bukan, belum</i> O A pronouns, e.g. <i>saya, dia, kamu, mereka</i> O A plurals, e.g. <i>buku-buku saya, dua buku</i> O A verbs, e.g. <i>jalan, minum, makan, suka, main</i> O A basic word formations, eg <i>ber- / me- prefixes</i> O A link words, eg <i>dan, tetapi, juga, karena, sebelum, sesudah, lalu, kemudian</i> O A comparatives, eg <i>lebih, kurang</i> A 	<p>Awareness of explicitly taught aspects of culture, values and practices, e.g.:</p> <ul style="list-style-type: none"> greetings e.g. <i>selamat pagi, apa kabar?</i> O A forms of address kamu, Ibu, Bapak, using the person's name instead of 'you' O A aspects of lifestyle e.g. mandi, traditional Moslem clothing O A other important conventions, e.g. use of the right hand, holding hands in public O A

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>Reading and Viewing</p> <ul style="list-style-type: none"> ▪ Short Texts comprising single words or phrases, e.g. captions, labels, packets, tickets, advertisements, icons or links on a web page, email subject lines; ▪ 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. <p>Listening & Viewing</p> <ul style="list-style-type: none"> ▪ Short phrases and sentences, e.g. questions, statements, classroom instructions, announcements ▪ Several linked utterances, e.g. short conversations, poems, songs ▪ 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. 	<p>Reading & Viewing</p> <ul style="list-style-type: none"> ▪ 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. <p>Listening & Viewing</p> <ul style="list-style-type: none"> ▪ Complete a chart or graph, produce simple, formulaic responses ▪ Respond nonverbally, e.g. using actions (e.g. Simon says) or miming, following simple instructions (e.g. classroom procedures, colouring), draw a picture. <p>Writing</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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. <p>Speaking</p> <ul style="list-style-type: none"> ▪ Interaction: great 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 ▪ Monologue; name and describe objects; present information, recount events, actions, or stories give directions, leave simple messages, make a simple announcement. 	<ul style="list-style-type: none"> ▪ Access to teacher support and feedback ▪ Access to multimedia resources ▪ Use of realia. <p>Reading & Viewing</p> <ul style="list-style-type: none"> ▪ Access to dictionaries, word banks, charts and other environmental print ▪ Access to visual cues, e.g. photos, illustrations ▪ Difficult vocabulary may be glossed or pre-taught ▪ Highly contextualised <p>Listening and Viewing</p> <ul style="list-style-type: none"> ▪ Speed and delivery may be modified ▪ The listening text may be repeated a number of times ▪ Difficult vocabulary may be pre-taught ▪ Access to visual cues, e.g. pictures, realia, tone, gestures and facial expressions ▪ Subtitles may be provided for movies/documentaries. <p>Writing</p> <ul style="list-style-type: none"> ▪ Language required has been well-rehearsed ▪ Access to models or scaffolds, e.g. concept maps, planning charts ▪ May occasionally use some English words to cover gaps in their Indonesian. <p>Speaking</p> <ul style="list-style-type: none"> ▪ Language required has been well-rehearsed ▪ Access to models ▪ May occasionally use some English words to cover gaps in Indonesian ▪ Access to notes, cue cards, prompting.