

Pameran Assessing student achievement in Indonesian proficiency

Working towards the Key Performance Measures - Indonesian 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 OA ▪ Recognise features of different text types OA ▪ Identify the overall purpose, e.g. inform, entertain, persuade OA ▪ Distinguish facts and opinions OA ▪ Make judgements about the relevance of detail OA ▪ Infer the meaning of some unknown words from context OA ▪ Identify relationships between ideas, e.g. sequence of events, cause and effect, changes in time or relationship OA ▪ Evaluate the impact of different linguistic choices A ▪ Recognise roles and relationships within the text. A <p>Listening and Viewing</p> <ul style="list-style-type: none"> ▪ Understand gist, main ideas, key words, specific information OA ▪ Identify the overall purpose, e.g. to inform, entertain, persuade ▪ Distinguish facts and opinions OA ▪ Infer the meaning of some unknown words from context OA ▪ Recognise features of different text types OA ▪ Recognise relationships between ideas, e.g. sequence of events, structure of an argument, cause and effect, changes in time or relationship OA ▪ Recognise roles & I relationships of participants OA <p>Writing</p> <ul style="list-style-type: none"> ▪ Write for different purposes A ▪ Present ideas in a logical sequence OA ▪ Link ideas (i.e. using cohesive devices) A ▪ Create mood and feeling (e.g. through use of adjectives) OA ▪ Create original text by inserting new words into familiar sentences or by extending rehearsed language patterns to new context OA ▪ Summarise information or combine information from range of sources A ▪ Observe the relevant text convention, e.g. appropriate format, paragraphs and topic sentences OA ▪ Use correct punctuation, e.g. full stops, capitals, question marks, commas OA ▪ Plan and edit own work A <p>Speaking</p> <ul style="list-style-type: none"> ▪ 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 	<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 OA ▪ Verb forms (<i>ber, me-, me-kan, me-i, etc</i>) OA ▪ Negatives (<i>tidak, bukan, belum</i>) OA ▪ Pronouns (<i>saya, ia, dia, kamu, mereka, Anda, etc</i>) OA ▪ Adjectives (<i>pandai, lucu, halus, sombong</i>) OA ▪ Adverbs (<i>dengan tidak sengaja</i>) OA ▪ Nouns forms (<i>pe-, -an, ke-an</i>) OA ▪ Tense markers (<i>sudah, sedang, akan</i>) OA ▪ Use cohesive devices, such as sequence markers and coordinating conjunctions, e.g. <i>tetapi, namun, sesudah itu, walaupun, oleh sebab itu, baik... maupun</i> OA ▪ Some idiomatic and colloquial language. OA 	<p>Awareness of aspects of culture, values and practice, e.g.</p> <ul style="list-style-type: none"> ▪ Aspects of lifestyle e.g. <i>bersembahyang, selamatan</i> OA ▪ Civic values, e.g. <i>Pancasila, gotong royong</i>. OA ▪ informal language eg appropriate to weblog OA ▪ aspects of lifestyle e.g. traditional celebrations OA ▪ cultural symbols / icons e.g Monas, Pinisi, Garuda, etcetera OA

KPMs – Indonesian Yr 10 cont. *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 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 speakers