



## Sample assessment task

<b>Year level</b>	1
<b>Learning area</b>	Languages
<b>Subject</b>	Chinese: Second Language
<b>Title of task</b>	宠物和动物 <i>chǒngwù hé dòngwù</i> (Pets and animals)

## Task details

<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to pets and animals.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text by listening to five statements about animals and conveying their understanding by drawing what they hear.</p> <p>In Part B they demonstrate their skills in comprehending spoken text by listening to descriptions of lost pets and conveying their understanding by circling the matching image.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend short spoken texts and convey this information in a variety of ways.
<b>Assessment strategy</b>	Short answer – listen for information from spoken texts
<b>Evidence to be collected</b>	Completed task sheet
<b>Suggested time</b>	30 minutes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact orally with the teacher and peers, using learnt sounds, formulaic phrases and verbal and non-verbal responses to talk about their pets</p> <p>Locate factual information about their personal worlds in written texts and convey information using pictures, labels, captions, familiar words, characters and modelled language</p> <p><b>Understanding</b></p> <p>Notice and use context-related vocabulary to generate simple spoken and written texts for a range of purposes.</p>
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Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• context-related vocabulary and grammatical structures, including: <ul style="list-style-type: none"> <li>▪ pets and animals, for example, 狗, 猫, 蛇, 鸟</li> <li>▪ colours and adjectives,, for example, 黄色, 棕色, 小, 大, 长</li> <li>▪ using adjectives to describe pets,, for example, 一只红色的小鸟.</li> </ul> </li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Colour pencils</p> <p>Transcript of spoken text</p>

## Instructions for teacher

Prior to administering this task, the students will need to be:

- taught context-related vocabulary and grammatical structures, including:
  - pets and animals, for example, 狗, 猫, 蛇, 鸟
  - colours and adjectives, for example, 黄色, 棕色, 小, 大, 长
  - using adjectives to describe pets, for example 一只红色的小鸟.

## Task

### Part A: Draw what you hear

Provide students with Part A of the task.

Advise students that each sentence will be read through twice by the teacher with a pause between readings so that students have time to draw their pictures.

### Task administration script

READ ALOUD

Please look at your task sheet where it says Part A.

I will read you five sentences about animals.

Listen carefully and then draw what you hear in the box.

You need to listen carefully to the adjectives ('describing words') and make sure your drawing shows me that you understand what you hear.

If I say something is big, make it very big.

If I say small, make it very small.

Keep your drawing inside the box on your page.

I will read each sentence twice.

One. 一只红色的小鸟。

Two. 一条绿色的长蛇。

Three. 一只棕色的大兔子。

Four. 一只蓝色的小蝴蝶。

Five. 一条棕色的短蛇。

## Part B – Looking for the lost pet/pets

Provide students with Part B of the task.

Each sentence will be read through twice by the teacher with a pause between readings so that students have time to circle the pictures that match what they hear.

### Task administration script

READ ALOUD

Please look at your task sheet where it says Part B.

I will read you five short descriptions about lost pets.

You need to listen carefully and then circle the picture that matches what you hear.

I will read each statement twice.

One. 你好！我们在找一只小狗。它是黄色的小狗。谢谢！

Two. 你好！我们在找一只小鸟。它是蓝色的小鸟。谢谢！

Three. 你好！我们在找一只狗和一只猫。狗是棕色的，猫是橙色的。谢谢！

Four. 你好！我们在找一只粉红色的兔子。谢谢！

Five. 你好！我们在找一条黑色和蓝色的蛇。谢谢！

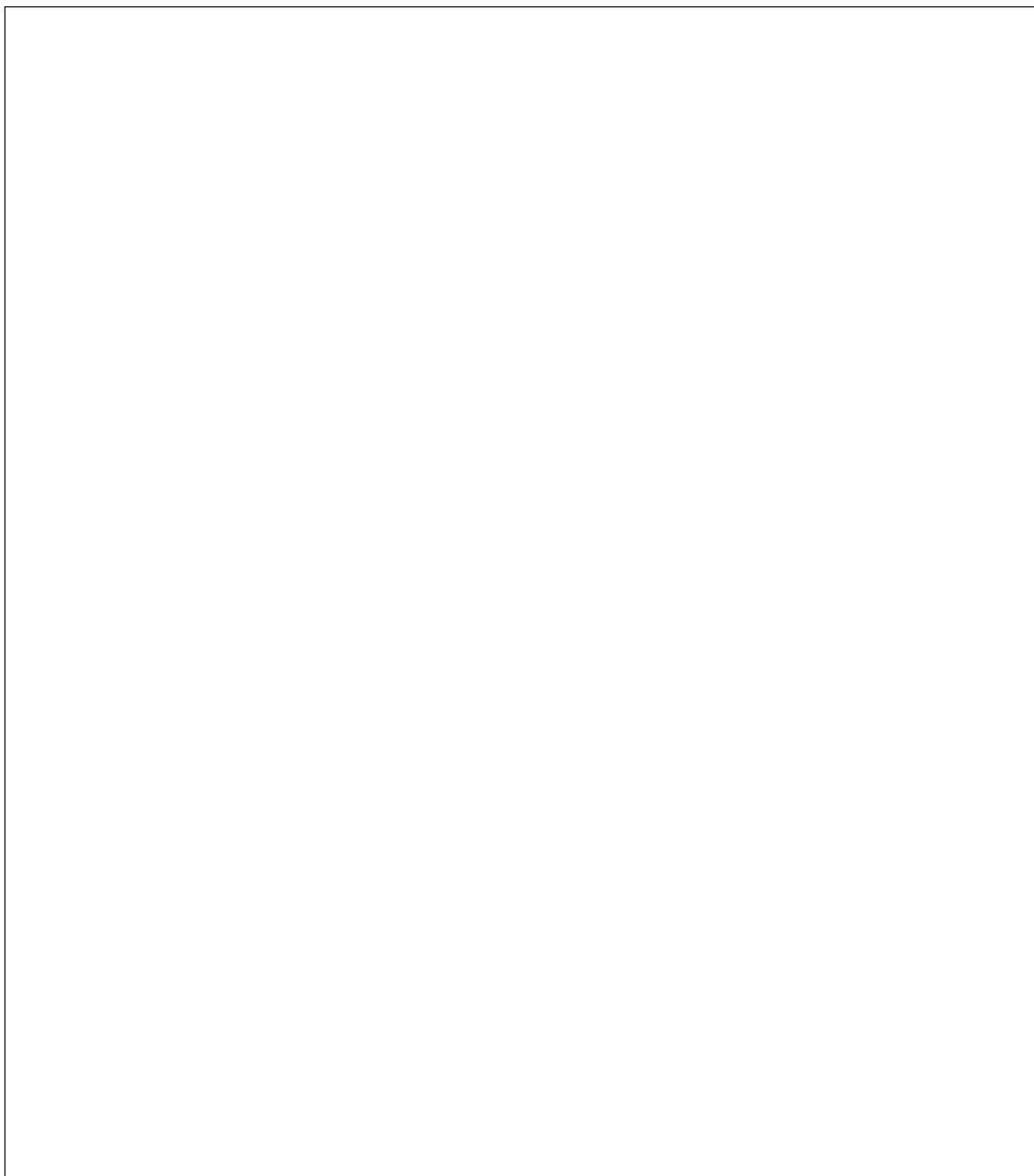
**Instructions to students**

**宠物和动物 Pets and animals**

**Part A: Draw what you hear**

The teacher will read you five sentences about animals in Chinese.






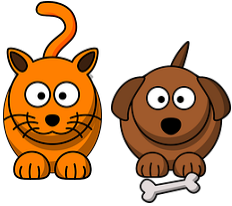


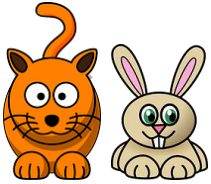
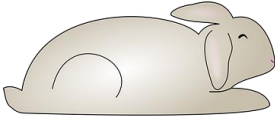



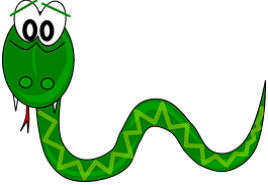

Listen carefully and then draw what you hear inside the box.

A large, empty rectangular box with a thin black border, intended for students to draw the animals they hear described in the audio.

**Part B – Looking for the lost pet/pets**

Five families have lost their pets; the local radio station is helping them find their lost pets.

Listen carefully to the descriptions of their pets, look at the images then draw a circle around the image that matches what you hear.





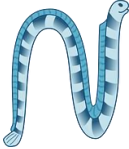
1.				
2.				
3.				
4.				
5.				

## Sample marking key

### Part A: Draw what you hear

Description	Marks
Questions 1–5	
1. Draws a small (1) red (1) bird (1).	0–3
2. Draws a long (1) green (1) snake (1).	0–3
3. Draws a big (1) brown (1) rabbit (1).	0–3
4. Draws a small (1) blue (1) butterfly (1).	0–3
5. Draws a short (1) brown (1) snake (1).	0–3
<b>Part A total</b>	<b>15</b>

### Part B: Looking for the Lost Pet/Pets

Description	Answers
Questions 1–5	
1. 	1
2. 	1
3. 	1
4. 	1
5. 	1
<b>Part B total</b>	<b>5</b>
<b>Total</b>	<b>20</b>

## Image acknowledgements

Hummingbird: <https://pixabay.com/en/blue-yellow-flower-bird-plant-45687/>

Pug: <https://pixabay.com/en/the-pug-dog-pet-animals-animal-827792/>

Labrador: <https://openclipart.org/detail/8498/dog-simple-drawing>

Dog with bone: <https://pixabay.com/en/dog-bone-brown-face-cute-fat-35553/>

Crow: <https://pixabay.com/en/bird-crow-black-animal-raven-414104/>

Robin: <https://pixabay.com/en/robin-bird-on-branch-in-the-garden-818126/>

Sparrow: <https://pixabay.com/en/sparrow-tree-branch-bird-9950/>

Ginger cat: <https://pixabay.com/en/cat-feline-animal-yellow-orange-1066157/>

Orange cat: <https://pixabay.com/en/cat-animal-feline-kitty-orange-161284/>

Grey rabbit front view: <https://pixabay.com/en/rabbit-animal-cartoon-pet-farm-30479/>

Yellow rabbit side view: <https://pixabay.com/en/bunny-rabbit-mammal-161017/>

Grey rabbit side view: <https://pixabay.com/en/bunny-brown-easter-rabbit-153590/>

Black rabbit side view: <https://pixabay.com/en/rabbit-bunny-easter-black-151902/>

Pink rabbit front view: <https://pixabay.com/en/rabbits-bunny-pink-animal-stuffed-34579/>

Sea snake: <https://pixabay.com/en/sea-snake-animal-ocean-reptile-154795/>

Green snake: <https://pixabay.com/en/animal-snake-happy-reptile-green-161424/>

All images retrieved March, 2016.