



Sample assessment task

Year level	3
Learning area	Languages
Subject	French: Second Language
Title of task	<i>En famille</i> (With the family)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family.</p> <p>In Part A they also demonstrate their skills in comprehending spoken and written texts, by choosing the correct pronoun and adjective for each phrase they hear and read.</p> <p>In Part B they demonstrate their skills in writing in French, a short introduction of the members of their imaginative puppet family.</p> <p>In Part C they demonstrate their skills in speaking French, to present their short introduction and participate in a short interview with their teacher.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend and convey simple statements. It also establishes their ability to write and perform an imaginative text, using simple descriptive modelled language, to exchange information about aspects of their personal worlds.
Assessment strategy	<p>Short response – listen for information in spoken text</p> <p>Short response – read for information in written text</p> <p>Extended response – write a short introduction on family members</p> <p>Oral performance – present a short introduction and participate in an interview</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Short introduction</p> <p>Audio-visual recording of presentation of family members and interview</p>
Suggested time	<p>Part A – 15 minutes</p> <p>Part B – 30 minutes</p> <p>Part C – 6 minutes (presentation and interview)</p>

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>
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	<p>Understanding</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle</i> + present tense of verbs associated with familiar actions and environments, for example, <i>Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe</i> • understanding the difference between definite and indefinite articles and how to refer to a specific or unspecific person, place or object, for example, <i>J'aime la musique; Le chien est brun; J'ai un frère; Il a une amie</i> • using an increasing range of adjectives, for example, <i>bizarre, magnifique, formidable</i>, including additional gender forms, for example, <i>blanc/blanche, gros/grosse</i> • developing number knowledge for numbers 0–100 <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal French texts.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a range of texts that relate to families and friends • context-related vocabulary, including a range of expressions relating to family • elements of grammar, including: <i>je/tu/il/elle</i> + present tense of verbs, pronouns and adjectives • the textual conventions of an introduction and an interview.
Assessment differentiation	<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	
Assessment conditions	<p>Part A and Part B are to be completed by students working individually.</p> <p>The interview in Part C will take place between the teacher (or another speaker of French) and the student.</p>
Resources	<p>Task sheets</p> <p>Transcript of spoken text</p> <p>Class set of family puppets</p> <p>Recording device</p>

Instructions for teacher:

Prior to administering the tasks, the students will need to be:

- taught context-related vocabulary related to family
- taught some elements of grammar, including the use of:
 - subject pronouns
 - possessive adjectives
 - agreements
- exposed to the textual conventions of an introduction and an interview, and provided with opportunities to practise them.

Task

Part A: En famille

Students listen and read along as the teacher reads aloud the text. Students then circle the correct possessive adjective and choose the correct subject pronoun to complete the sentence.

Task administration script

READ ALOUD

1. Mon/Ma sœur s'appelle Chantal. Il/Elle est belle.

Repeat sentence and pause for 30 seconds to enable students to respond.

READ ALOUD

2. Mon/ma frère s'appelle Olivier. Il/Elle est méchant.

Repeat sentence and pause for 30 seconds to enable students to respond.

READ ALOUD

3. Mon/ma mère s'appelle Marie. Il/Elle est grande.

Repeat sentence and pause for 30 seconds to enable students to respond.

READ ALOUD

4. Mon/ma père s'appelle Jean. Il/Elle est gentil.

Repeat sentence and pause for 30 seconds to enable students to respond.

READ ALOUD

5. For number 5 write your own sentences using the pictures as a guide.

Repeat sentence and pause for 30 seconds to enable students to respond.

READ ALOUD

6. For number 6 write your own sentences using the pictures as a guide.

Repeat sentence and pause for 30 seconds to enable students to respond.

Part B: My imaginative family

Provide students with a set of class family puppets for which they write a short introduction.

The introduction will feature four family members and a family pet.

For each member of the imaginative family, students will need to:

- give them a name
- say how they are related (uncle, sister, grandmother)
- use one adjective to describe them
- give their age.

Students may choose from the following list of words to make up the sentences for their introduction.

Voici ma famille.	Ma mère s'appelle..... Mon père s'appelle..... Ma sœur s'appelle..... Mon frère s'appelle.....	Bébé Grand-mère Grand-père	Il est Elle est	gentil/gentille. mignon/mignonne. beau/belle. petit/petite. grand/grande. méchant/méchante.	Il aans. Elle aans.
Voici mon chien/chat.					

Part C: Performance of introduction and interview

Take individual students aside and ask that they perform their introduction. Then ask them two of the following questions, choosing question 1 or 2 and question 3 or 4:

1. As-tu un animal dans ta famille ? Quel animal ? **or**
2. Où est ta sœur ? Montre-moi.
3. Est-ce que ta sœur est gentille ou méchante ? **or**
4. Est-ce que ton frère est petit ou grand ?

Instructions to students

En Famille

Part A: En famille

Listen to the teacher and carefully read the sentences below.

Circle the adjective and pronoun (*Mon* or *Ma* and *Il* or *Elle*) that make the sentences correct.

For numbers 5 and 6 write your own sentences using the pictures as a guide.







<p>1. Mon Ma sœur s'appelle Chantal.</p> <p>Il Elle est belle.</p>	
<p>2. Mon Ma frère s'appelle Olivier.</p> <p>Elle Il est méchant.</p>	
<p>3. Mon Ma mère s'appelle Marie.</p> <p>Il Elle est grande.</p>	
<p>4. Mon Ma père s'appelle Jean.</p> <p>Il Elle est gentil.</p>	
<p>5. _____</p> <p>_____</p>	
<p>6. _____</p> <p>_____</p>	

Image acknowledgements

Image 1: [Girl's face graphic]. (2015). Retrieved March, 2016, from <http://worldartsme.com/cartoon-woman-face-clipart.html#>
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Part B: My imaginative family

Your teacher will provide you with a set of class family puppets for which you will write an introduction.

In your introduction you will present four family members and a family pet.

For each member of your imaginative family:

- give them a name
- say how they are related (uncle, sister, grandmother)
- use one adjective to describe them
- give their age.

Choose from the following list of words to make up the sentences for your introduction:

Voici ma famille.	Ma mère s'appelle..... Mon père s'appelle..... Ma sœur s'appelle..... Mon frère s'appelle.....	Bébé Grand-mère Grand-père	Il est Elle est	gentil/gentille. mignon/mignonne. beau/belle. petit/petite. grand/grande. méchant/méchante.	Il aans. Elle aans.
Voici mon chien/chat.					

Here's an example: *Ma tante s'appelle Marie. Elle est gentille. Elle a vingt-cinq ans.*

Ma famille	
1.	
2.	
3.	
4.	
5.	

Part C: Performance of introduction and interview

Once you have written your introduction and have practised it a few times with a partner, you will use the puppets to present your imaginative family and pet to your teacher.

Speak clearly in French, introducing each member to your teacher.

Your teacher will also ask you a few questions about your imaginative family.

Sample marking key

Part A: En famille	
Description	Marks
Question 1	
Ma	1
Elle	1
Subtotal	2
Question 2	
Mon	1
Il	1
Subtotal	2
Question 3	
Ma	1
Elle	1
Subtotal	2
Question 4	
Mon	1
Il	1
Subtotal	2
Question 5	
Ma grand-mère s'appelle (grandmother's name).	1
Elle est + adjective	1
Subtotal	4
Question 6	
Mon petit frère or Ma petite sœur or Mon bébé s'appelle (baby's name).	1
Il/Elle est + adjective	1
Subtotal	4
Part A total	16
Part B: My imaginative family	
Description	Marks
Content	
Writes an introduction describing four members of their imaginative family and one pet, with some supporting detail.	3
Writes an introduction describing less than four members of their imaginative family and/or one pet.	2
Limited attempt at writing an introduction describing imaginative family members.	1
Subtotal	3
Description	Marks
Grammar	
Writes with simple sentences and applies grammatical elements mostly accurately.	3
Writes with simple sentences and applies grammatical elements with some accuracy.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
Subtotal	3

Description	Marks
Vocabulary	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct, including the use of accents.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling but meaning is clear. Attempts are made at using accents correctly.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	3
Part B total	
9	
Part C: Performance of introduction and interview	
Description	Marks
Content	
Information is presented, and questions are answered correctly, and with confidence.	3
A satisfactory amount of information is conveyed mostly accurately.	2
Little relevant or accurate information is communicated.	1
Subtotal	3
Description	Marks
Grammar and Vocabulary	
Uses a good range of vocabulary mostly accurately.	3
Uses an adequate range of vocabulary to communicate information. Errors are present, but meaning is clear.	2
Uses a limited range of vocabulary and often gives one word responses. Occasional short phrases are offered, but meaning is not always clear.	1
Subtotal	3
Description	Marks
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Uses acceptable pronunciation and intonation.	2
Inaccurate pronunciation impedes comprehension at times.	1
Subtotal	3
Description	Marks
Interaction and fluency	
Largely comprehends second speaker. Readily offers responses, and speech flows well. Some self-correction occurs.	3
Speaks with some confidence though at times is hesitant. Asks for repetition or clarification, or requires some support from the second speaker. Attempts at self-correction are made.	2
Hesitates and pauses frequently. Requires considerable support from the second speaker.	1
Subtotal	3
Part C total	
12	
Total	
37	