



Sample assessment task	
Year level	1
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Das bin ich!</i> (All about me!)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to sharing information about their name, age, where they live and what they like.</p> <p>In Part A they also demonstrate their skills in comprehending German by matching images to spoken text.</p> <p>In Part B they demonstrate their skills in speaking German by exchanging greetings and information about themselves, in a short interview with the 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 short spoken texts related to personal information such as name, age and where they live. It also establishes information on their ability to speak in German by exchanging information with their teacher in an interview.
Assessment strategy	Short response – listen for information in spoken text Oral performance – participate in an interview
Evidence to be collected	Completed task sheet Audio visual recording of interview
Suggested time	Part A – 10 minutes Part B – 3 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves, their age and where they live and to talk about their favourite things</p> <p>Respond to teacher talk and instruction</p> <p>Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs, related to their personal worlds</p> <p>Understanding</p> <p>Recognise and reproduce the sounds and rhythms of spoken German, developing familiarity with the German alphabet and sound-letter correspondence</p> <p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> noticing that German has multiple words for 'the' and 'a/an' using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to an object, for example, <i>Das ist mein Bleistift</i>

Content description	
	<ul style="list-style-type: none"> gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0–20 and <i>mehr</i> and <i>weniger</i> understanding and using some question words and the intended/related answer in limited contexts, including <i>was</i> (an object), <i>wer</i> (a person), <i>wie</i> (manner) and <i>wie viele</i> (quantity) using simple modelled questions and statements negating verbs and adjectives using <i>nicht</i> <p>Understand that language is organised as ‘text’ and that different types of texts have different features.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> context-related vocabulary grammatical structures including: greetings and titles for addressing people, for example, <i>Guten Morgen, Guten Tag, Frau</i>; asking and giving personal information, for example, <i>Wie heißt du? Mein Name ist Heinz.; Wie geht’s? Mir geht’s super.; Wo wohnst du?; Wie alt bist du?; Magst du Katzen?; Was ist deine Lieblingsfarbe?.</i>
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 is to be completed by students working individually.</p> <p>The interview in Part B will take place between the teacher (or another speaker of German) and the student.</p>
Resources	<p>Task sheet</p> <p>Transcript of spoken text</p> <p>Recording device</p>

Instructions for teacher

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

- taught context-related vocabulary
- taught elements of grammar, including:
 - greetings and titles for addressing people
 - asking and giving personal information
- taught the conventions of an interview, and provided with opportunities to practise them.

Task

Part A: Fragen

Students listen to five questions read by the teacher, and circle the image that represents what they have heard. Each question will be read twice.

Task administration script

READ ALOUD

Look at your task sheet. I will say a number and then question in German. Listen carefully and circle the picture that matches what I say. I will read each question twice.

Number one. Wie heißt du? (*Repeat question*).

Number two. Wo wohnst du? (*Repeat question*).

Number three. Wie alt bist du? (*Repeat question*).

Number four. Magst du Katzen? (*Repeat question*).

Number five. Was ist deine Lieblingsfarbe? (*Repeat question*).

Part B: Wer bist du? Personal interview

Students take part in an interview with the teacher who will ask of them three questions.

Task administration script

READ ALOUD

I will now greet you and ask you some questions in German. Please respond in German to my greetings, and answer the questions I ask, using full sentences.

Teacher: Hallo/Guten Tag/Guten Morgen,

Student: Student responds to greeting.

Teacher: Wie heißt du?

Student: Student responds with their name.

Teacher: Wie geht's?

Student: Student responds with how they are feeling.

Teacher: Wo wohnst du?

Student: Student responds with where they live.

Teacher: Wie alt bist du?

Student: Student responds with their age.

Teacher: Magst du Tiere?

Student: Student responds with whether they like animals.

Teacher: Was ist deine Lieblingsfarbe?

Student: Student responds with their favourite colour.

Teacher: Danke/ Tschüß/ Auf Wiedersehen.

Student: Student responds with a phrase of leave-taking.

Instructions to students

Fragen

Part A: Fragen

Look at the pictures.

Listen to the teacher.

Draw a circle around the picture that matches the question.

1.



2.



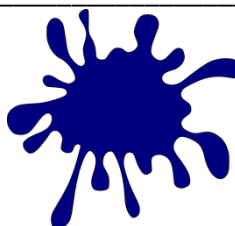
3.



4.








5.



Sample marking key

Part A: Fragen

Description	Marks
Questions 1–5	
1. 	1
2. 	1
3. 	1
4. 	1
5. 	1
Part A total	5

Part B: Wer bist du? Personal interview

Description	Marks
Greeting	
Responds to the greeting from the teacher with a suitable greeting, for example, <i>Hallo, Guten Tag, Guten Morgen</i> .	2
Requires repetition of the greeting and/or prompting to respond to the greeting.	1
Does not respond with a suitable greeting in German, even with prompting.	0
Subtotal	2
Question 1	
Gives their name in a full sentence, for example, <i>Ich bin Mary</i> , or <i>Ich heiÙe Susanne</i> , or <i>Mein Name ist Heinz</i> .	2
Gives their name only, for example, <i>Peter</i> or <i>Peter Schmidt</i> .	1
Does not respond with their name, even after prompting.	0
Subtotal	2

Description	Marks
Question 2	
Responds with an accurate phrase about how they are feeling, for example, <i>Mir geht's super/prima</i> , or <i>Nicht gut/nicht so gut</i> , or <i>Es geht so</i> .	2
Responds with a word about how they are feeling, for example, <i>super</i> . May require prompting to respond.	1
Does not give a suitable response to the question in German.	0
Subtotal	2
Question 3	
Responds with an accurate phrase about where they live using a full sentence, for example, <i>Ich wohne in Perth</i> .	2
Responds with naming where they live, for example, <i>Perth</i> . May require prompting to respond.	1
Does not give a suitable response to the question in German.	0
Subtotal	2
Question 4	
Responds with an accurate phrase stating their age, for example, <i>Ich bin sechs</i> , or <i>Ich bin sechs Jahre alt</i> .	2
Responds with saying their age or number, for example, <i>Sechs</i> . May require prompting to respond.	1
Does not give a suitable response to the question in German.	0
Subtotal	2
Question 5	
Responds with an accurate sentence saying whether they like animals or not, for example, <i>Ja Ich mag Tiere</i> or <i>Ja, ich mag Hunde</i> .	2
Responds with <i>Ja</i> or names an animal for example, <i>Katzen</i> . May require prompting to respond.	1
Does not give a suitable response to the question in German.	0
Subtotal	2
Question 6	
Responds with an accurate sentence naming their favourite colour, for example, <i>Meine Lieblingsfarbe ist rot</i> .	2
Responds with naming one or more colours, for example, <i>rot</i> . May require prompting to respond.	1
Does not give a suitable response to the question in German.	0
Subtotal	2

Description	Marks
Farewell greetings	
Says 'thank you' and a suitable phrase of leave-taking, without being prompted.	2
Requires prompting and/or repetition of a greeting by the teacher before responding.	1
Does not respond with a suitable phrase of leave-taking in German, even with prompting.	0
Subtotal	2
Pronunciation	
Pronounces all, or most words accurately.	2
Pronounces some words accurately.	1
Poor pronunciation makes comprehension of what is being said difficult.	0
Subtotal	2
Part B total	18
Total	23

Image acknowledgements

Part A:

Image: OpenClipartVectors. (2013). [House with red roof]. Retrieved March, 2016, from <https://pixabay.com/en/home-house-building-architecture-158089/>
In the public domain.

Image: Little girls cartoon clipart image #1. (n.d.). Retrieved March, 2016, from http://worldartsme.com/little-girls-cartoon-clipart.html#gal_post_5578_little-girls-cartoon-clipart-1.jpg
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Image: Yamid. (2010). Child. Retrieved March, 2016, from <https://openclipart.org/detail/58321/child>
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Image: ClkerFreeVectorImages. (2012). [Chocolate birthday cake with 5 candles]. Retrieved March, 2016, from <https://pixabay.com/en/cake-chocolate-birthday-cake-party-25388/>
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Image: Gerald_G. (2006). Cartoon cat sitting. Retrieved March, 2016, from <https://openclipart.org/detail/318/cartoon-cat-sitting>
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Image: ClkerFreeVectorImages. (2014). [Ink blot]. Retrieved March, 2016, from <https://pixabay.com/en/ink-blue-splat-paint-stain-spot-310433/>
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Image: [Australian flag]. (n.d.). Retrieved March, 2016, from <https://www.itsanhonour.gov.au/symbols/flag.cfm#fact> (Bitmap images)