## Sample assessment task

| | |
|---|---|
| **Year level** | 5 |
| **Learning area** | Languages |
| **Subject** | Italian: Second Language |
| **Title of task** | *Giro d'Italia* (Tour around Italy) |

## Task details

| | |
|---|---|
| **Description of task** | Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their home and local neighbourhood. |
| | In Part A and Part B they also demonstrate their skills in comprehending spoken and written texts and convey information in a variety of ways. |
| | In Part C students demonstrate their skills in writing Italian by designing a cartoon strip where two young Italians discuss where they live. They also demonstrate their skills in comprehending spoken and written texts by using information from the poem provided in their writing. |
| **Type of assessment** | Formative and 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 spoken and written text, gathering, comparing and conveying information. It also establishes information on their skills in writing to exchange information in a simple cartoon strip. |
| **Assessment strategy** | Short response – listen for information in a spoken text |
| | Short response – complete a cloze exercise and multiple choice exercise |
| | Extended response – write and design a cartoon strip |
| **Evidence to be collected** | Completed task sheets |
| | Cartoon strip |
| **Suggested time** | Part A – 10 minutes |
| | Part B – 10 minutes |
| | Part C – 35 minutes |

## Content description

| | |
|---|---|
| **Content from the Western Australian Curriculum** | **Communicating** |
| | Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community |
| | Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds |
| | Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds |
| | Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings |
| | **Understanding** |
| | Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: |
| | • using both regular and irregular plural nouns, for example, *un negozio, due negozi* |

| Content description | |
|---|---|
| | • noticing adjective–noun agreement, for example, *i giardini pubblici*; *Il supermercato più vicino è… ; La scuola vicina a casa mia è... .*<br>• using suffix – *issimo* with adjectives instead of *molto*, for example, *Vicino a casa mia c' è un bellissimo parco giochi*<br>• expressing negation, for example, *Non è una casa grande; Non è accanto al mercato*<br>• formulating questions and requests, for example, *Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?*<br>• using possessive adjectives with *noi, voi* and *loro* to express ownership, for example, *la nostra casa; la vostra famiglia; il loro vicino si chiama Alberto*<br>• using prepositions with *a* + definite article, for example, *accanto a, davanti a, vicino a*<br>• using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using *avere, essere, stare, giocare, andare,* in sentences such as *Andrea va a casa alle sei*; *La mia casa ha sei camere da letto*; *Domani vado al cinema con Andrea*<br><br>Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced. |

## Task preparation

| | |
|---|---|
| **Prior learning** | Students have prior knowledge of and exposure to:<br>• a variety of texts related to the home and neighbourhood, including, Italian cities, housing, addresses and famous landmarks<br>• context-related vocabulary<br>• grammatical items, including, the present tense of regular and some irregular verbs; adjective-noun agreement; how to express questions and answers<br>• the textual conventions of a cartoon strip. |
| **Assessment differentiation** | 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.<br><br>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. |

## Assessment task

| | |
|---|---|
| **Assessment conditions** | Task is to be completed by students working individually. |
| **Resources** | Task sheets<br>Giro d'Italia poem<br>Cartoon strip template<br>Italian/English – English/Italian dictionary |

**Instructions for teacher**

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

- exposed to a variety of texts related to the home and neighbourhood, including, Italian cities, housing, addresses and famous landmarks
- taught context-related vocabulary
- taught grammatical structures, including:
  - the present tense of regular and some irregular verbs
  - adjective-noun agreement
  - how to express questions and answers
- taught the textual conventions of a cartoon, and provided with opportunities to practise them.

**Task**

**Part A: *Giro d'Italia* – poem**

Provide students with the task sheet for Part A.

Explain to the students that you will read the poem twice. During the first reading they are required to listen. During the second reading they are required to complete the poem by filling in the blank spaces with the words in the table on the right of their task sheet.

Advise students that they have 10 minutes to complete the task.

**Transcript of poem: *Giro d'Italia* by Laura Bava and Alessandra Tommasi**

READ ALOUD

---

***Giro d'Italia***

Giro, giro, giro d'Italia vado ad abitare in Italia.
Dove abita Simona?
Simona abita a Verona,
in via della Corona.
In una grande casa,
dietro l'arena di Verona.

Giro, giro, giro d'Italia vado ad abitare in Italia.
Dove abita Elisa?
Elisa abita a Pisa,
in via Ghisa.
In una villetta,
accanto alla Torre Pendente di Pisa.

Giro, giro, giro d'Italia vado ad abitare in Italia.
Dove abita Giuliano?
Giuliano abita a Milano,
in via San Gimignano.
In un appartamentino,
vicino al grande Duomo di Milano.
Giro, giro, giro d'Italia vado ad abitare in Italia.

---

**Part B: Giro d'Italia**

Provide students with Part B of the task.

Ask them to read the poem *Giro d'Italia* and then to circle the correct answers on their task sheet.

Advise students that they have 10 minutes to complete the task.

**Part C: Dove abiti? – cartoon strip**

Provide students with Part C of the task.

Please note that students should retain the written version of the poem as support.

Students use the information in the poem to create a cartoon strip featuring either, two of the characters from the poem, or two other characters, exchanging personal information and information about where they live.

In the cartoon strip, the two characters:
- greet each other and exchange names
- name the Italian cities where they live
- provide their addresses
- say the type of house they live in
- name some famous landmarks in their cities
- take leave.

Allow students the use of a dictionary to look up unfamiliar words.

Advise students that they have 35 minutes to complete the task.

**Instructions to students**

# Giro d'Italia

**Part A:** *Giro d'Italia* **– poem**

Listen carefully to the poem *Giro d'Italia*. The poem will be read twice. During the first reading, listen only. During the second reading fill in the blank spaces with the missing words.

Use only the words provided in the table to the right.

*Giro d'Italia* by Laura Bava and Alessandra Tommasi

Giro, giro, giro d'Italia vado ad abitare in ………………….

Dove abita Simona?

Simona abita a ………………..,

in via della Corona.

In una grande ……………..

dietro l'………………… di Verona.

Giro, giro, giro d'Italia vado ad abitare in Italia.

Dove abita Elisa?

Elisa abita a …………….,

in via Ghisa.

In una ……………..

accanto alla ……………… Pendente di Pisa.

Giro, giro, giro d'Italia vado ad abitare in Italia.

Dove abita Giuliano?

Giuliano abita a ……………………,

in via San Gimignano.

In un appartamentino,

………………… al grande ……………………. di Milano.

Giro, giro, giro d'Italia vado ad abitare in Italia.

| |
|---|
| Duomo |
| Verona |
| Torre |
| Italia |
| casa |
| villetta |
| Pisa |
| arena |
| vicino |
| Milano |

**Part B: Giro d'Italia**

Carefully read the poem *Giro d'Italia* and use the information in the poem to answer the questions below.

Circle the correct answer.

## Question 1

Where does Simona live? (1 mark)

a. Pisa
b. Verona
c. Roma

## Question 2

Where is Simona's house? (1 mark)

a. It is behind the Arena of Verona.
b. It is next to the Arena of Verona.
c. It is behind the Colosseum.

## Question 3

In what type of house does Elisa live? (1 mark)

a. Apartment
b. Granny Flat
c. Town house

## Question 4

Who lives in Via San Gimignano? (1 mark)

a. Giacomo
b. Giuliano
c. Simona

## Question 5

How is the Duomo of Milano been described? (1 mark)

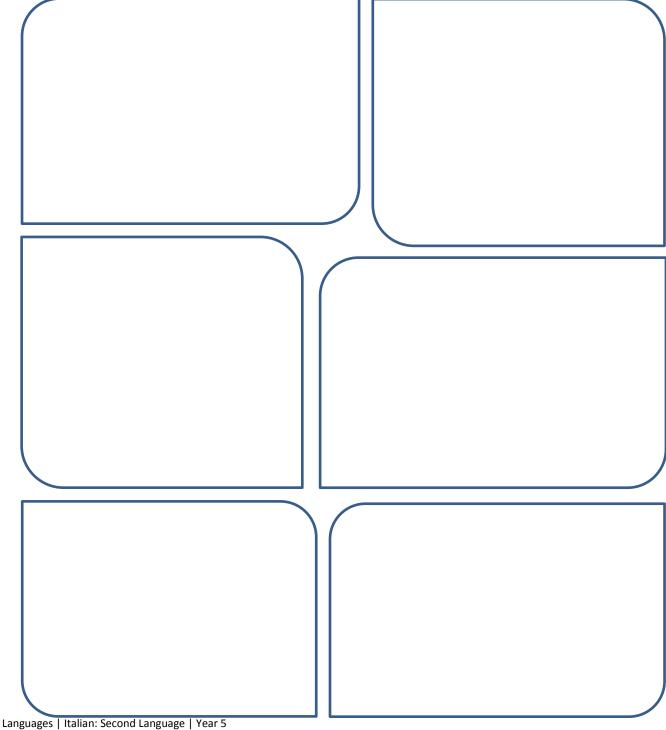a. It is old.
b. It is small.
c. It is big.

**Part C: Dove abiti? – cartoon strip**

Use the poem *Giro d'Italia* as your guide to either:
- write about two of the characters in the poem who meet up for the first time, **or**
- write about two different characters who live in the Italian cities mentioned in the poem.

The two young Italians:

- greet each other and exchange names and ages
- name the Italian cities where they live
- provide their addresses
- say the type of house they live in
- name some famous landmarks in their cities
- take their leave

## Sample marking key

### Part A: *Giro d'Italia* – poem

| Description | Marks |
|---|---|
| Fill in the blanks with the missing words | |
| | |
| Italia | 1 |
| Verona | 1 |
| casa | 1 |
| arena | 1 |
| Pisa | 1 |
| villetta | 1 |
| Torre | 1 |
| Milano | 1 |
| vicino | 1 |
| Duomo | 1 |
| **Subtotal** | **10** |
| Spelling | |
| Copies all or most words correctly, including spelling and capitalisation. | 3 |
| Copies some words correctly, including spelling and capitalisation. | 2 |
| Copies few words correctly, including spelling and capitalisation. | 1 |
| **Subtotal** | **3** |
| **Part A total** | **13** |

### Part B: Giro d'Italia

| Description | Marks |
|---|---|
| Multiple choice | |
| Question 1: **B** – Verona | 1 |
| Question 2: **A** – Behind the Arena of Verona | 1 |
| Question 3: **C** – Town House | 1 |
| Question 4: **B** – Giuliano | 1 |
| Question 5: **C** – it is big | 1 |
| **Subtotal** | **5** |
| **Part B total** | **5** |

| Part C: Dove abiti? – cartoon strip | |
|---|---|
| **Description** | **Marks** |
| Content | |
| Creates a cartoon strip including a dialogue between two characters where all required details about the characters, cities, houses and landmarks are provided. | 5 |
| Creates a cartoon strip including a dialogue between two characters where most required details about the characters, cities, houses and landmarks are provided. | 4 |
| Creates a cartoon strip including a dialogue between two characters where some required details about the characters, cities, houses and landmarks are provided. | 3 |
| Creates a cartoon strip including a dialogue between two characters where few required details about the characters, cities, houses and landmarks are provided. | 2 |
| Attempts to create a cartoon strip including a dialogue between two characters where limited details about the characters, cities, houses and landmarks are provided. | 1 |
| **Subtotal** | **5** |
| Vocabulary and grammar | |
| Uses context-related vocabulary and applies grammatical elements with a very high level of accuracy. | 4 |
| Uses context-related vocabulary and applies grammatical elements with a high level of accuracy. | 3 |
| Generally uses context-related vocabulary and applies grammatical elements with a satisfactory level of accuracy. | 2 |
| Limited use of context-related vocabulary and limited application of grammatical elements. | 1 |
| **Subtotal** | **4** |
| **Description** | Marks |
| Textual conventions | |
| Applies all the conventions of the cartoon strip/script of a dialogue which includes: two way conversation, salutation, information related to the topic, leave taking and informal register. Engages the audience. | 2 |
| Applies some of the conventions of a cartoon strip/dialogue. | 1 |
| **Subtotal** | **2** |
| **Part C total** | **11** |
| **Total** | **29** |