Sample assessment task

Year level	7
Learning area	Languages
Subject	Italian: Second Language
Title of task	*Che cosa succede a scuola?* (What happens at school?)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to school experiences. In Part A they also demonstrate their skills in writing Italian by developing the script of a role play that involves characters, places and experiences, to entertain peers and younger audiences. In Part B they perform the role play for a group of younger students. This part is not formally assessed.
Type of assessment	Summative and formative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to write in Italian, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on school experiences and convey this information to others.
Assessment strategy	Extended response – script of a role play
Evidence to be collected	Completed task sheet (script)
Suggested time	50 minutes

Content description

Content from the Western Australian Curriculum	**Communicating** Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences **Understanding** Extend knowledge of context-related vocabulary and additional elements of grammar, including: • beginning to use nouns: gender and number, regular and irregular • using subject pronouns for emphasis, for example, *Sei andato alla partita, anche tu?* • beginning to use articulated prepositions *a*, *di*, *da*, *in*, *su* plus article; and prepositions that do not combine, for example, *tra* and *per* • learning to use adverbs to qualify verbs, for example, *proprio*, *troppo*, *abbastanza*, *specialmente*, *spesso*, *nemmeno*, *purtroppo* • learning to use verbs to express action in time • using a range of regular and some irregular verbs in the present tense and perfect tense, for example, *Imparo l'Italiano da tre anni*; *l'anno scorso ho imparato il tedesco* • recognising and beginning to use the imperfect tense of verbs in formulaic expressions, such as *Il festival era divertentissimo!* • connecting or elaborating clauses by using conjunctions, including *anche*

Content description	
	Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction
	Identify features of Italian that vary according to audience, context and purpose in familiar spoken and written texts.

Task preparation	
Prior learning	Students have prior knowledge of and exposure to:
	• a variety of texts and text types related to school experiences
	• context-related vocabulary
	• grammatical elements, including: the present tense of regular and some irregular verbs
	• the textual conventions of a role play.
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.
	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 sheet
	Italian/English – English/Italian dictionary

Instructions for teacher

Prior to administering the tasks, the students will need to be:
- exposed to a variety of text types including role plays, dialogue scripts and conversations related to school experiences
- taught vocabulary related to the context of school experiences, including school subjects, equipment, timetables, etc.
- taught grammatical elements, including:
  - understand and use the present tense, including some irregular verbs, such as *avere* and *essere*
  - construct questions using *Che cosa…?, Quando…?, Dove…?* and yes/no question structures
- exposed to a variety of strategies for using a bilingual dictionary for writing
- taught the textual conventions of a script of a role play, and provided with opportunities to practise them.

Task

Part A: Che cosa succede a scuola?

Students write the script of a role play to entertain peers and younger audiences, discussing what happens during the school day.

For the script students will use predominantly the present tense, but may attempt the perfect and imperfect tenses.

Students are presented with two scenarios from which they are to choose one:

1.   You are at your locker with a friend at the beginning of the school day.

         Discuss with each other: the subjects you will have that day, what you need from your locker and how you feel about some of the subjects you take and your teachers.

or

2:      You are at home in the evening.

         You need to get ready for tomorrow's classes. You are packing your school bag.

         Talk with your parent/guardian about: what you have tomorrow at school, what you need to pack in your school bag and how you feel about some of the subjects you take and your teachers.

Students should aim to write a script between two people of approximately 50–70 words in Italian.

They may access their dictionary to look up any unfamiliar vocabulary.

They will have approximately 50 minutes to complete the task.

Part B: Perform role play

Students practise their scripts with a partner in order to perform for a group of younger students.

Students will not be marked on this part of the task.

Instructions to students

Che cosa succede a scuola?

Part A: Che cosa succede a scuola?

What actually happens at high school? What happens during a typical day at school? Read the two scenarios below and choose one for which you will write the script of a role play.

1.   You are at your locker with a friend at the beginning of the school day.

   Great each other and discuss: the subjects you will have that day, what you need from your locker and how you feel about some of the subjects you take and your teachers.

<div align="center">or</div>

2.   You are at home in the evening. You need to get ready for tomorrow's classes. You are packing your school bag.

   Talk with your parent/guardian about: what you have tomorrow at school, what you need to pack in your school bag and how you feel about some of the subjects you take and your teachers.

Aim to write a script between two people of approximately 50–70 words in Italian. Use a dictionary to help you find the Italian for unfamiliar words and/or expressions. You have approximately 50 minutes to complete the task.

Che cosa succede a scuola?

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Part B: Perform role play

Practise your script with a partner and then perform for a group of younger students. You will not be marked on this part of the task.

Sample marking key

Part A: Che cosa succede a scuola?

Description	Marks
Content	
Writes the script of a role play in which two people discuss school subjects, teachers and school equipment. Includes relevant details in writing to engage the reader.	3
Writes the script of a role play in which two people discuss school. Includes some details to engage the reader.	2
Makes a limited attempt to write the script of a role play.	1
Subtotal	**3**
Grammar	
Uses a range of grammatical elements and structures mostly correctly. Simple and compound sentences are handled with confidence. Uses the present tense successfully.	3
Uses a satisfactory range of grammatical elements and structures. Sentences are mostly simple though some compound sentences are attempted. Use of the present tense is usually successful and the meaning is mostly clear.	2
Uses a limited range of simple sentences. Applies rules of grammar with frequent inaccuracies which make meaning unclear.	1
Subtotal	**3**
Vocabulary	
Uses a range of relevant vocabulary. Spelling is mostly correct.	3
Uses a satisfactory variety of vocabulary that is generally relevant. Applies rules of spelling inconsistency but meaning is usually clear.	2
Relies on a limited range of vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	**3**
Text type and sequencing	
Successfully writes the script of a role play, including two or more speakers, questions and answers, informal language, a comment, opinion or situation to resolve. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a role play. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Limited organisation impedes the flow and understanding.	1
Subtotal	**3**
Support	
Effectively uses a bilingual dictionary and resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to attempt the task.	1
Subtotal	**3**
Total	**15**