



## Sample assessment task

Year level	4
Learning area	Languages
Subject	Chinese: Second Language
Title of task	我的书包不见了 <i>wǒ de shū bāo bú jiàn le</i> (My school bag is missing!)

## Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to classroom objects and describing words. In Part A they also demonstrate their skills in speaking by participating in a role play where they give an oral report to a policeman describing a lost school bag and its contents. In Part B they demonstrate their skills in speaking by participating in a role play where they shop for school items as a customer and then reverse their role with their teacher.
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 spoken text and participate in a role play.
Assessment strategy	Oral performance – participate in a simulation role play
Evidence to be collected	Audio visual recording of the role play
Suggested time	5 minutes

## Content description

Content from the Western Australian Curriculum	<p><b>Communicating</b> Interact and socialise orally with the teacher and peers using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school</p> <p><b>Understanding</b> Recognise and use context-related vocabulary and in simple spoken and written texts to generate language for a range of purposes Recognise and use grammatical features and simple sentences to record observations, including:</p> <ul style="list-style-type: none"> <li>• understanding that Chinese sentences have a particular word order</li> <li>• exploring basic sentence structure in Chinese, consisting of subject-verb-object, and compare similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。</li> </ul>
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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 items, including: <ul style="list-style-type: none"> <li>▪ adjectives and colours</li> <li>▪ 大 big, 小 small</li> <li>▪ stationery items</li> <li>▪ counters</li> <li>▪ ownership using objects e.g. 我的书包是蓝色的，它很大。</li> </ul> </li> <li>• short texts related to items commonly found in a school bag</li> <li>• the textual conventions of a role play.</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>	<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 Chinese) and the student.</p>
<b>Resources</b>	<p>Task sheet</p> <p>Recording device</p>

## Instructions for teacher

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

- taught context-related vocabulary and grammatical items, including:
  - stationery items
  - counters and colours
- provided with opportunities to read and listen to short texts related to items commonly found in a school bag
- taught the textual conventions of a role play, and provided with opportunities to practise them.

## Task

### Part A: I've lost my bag

Prior to administering this task, students should have the opportunity to complete a similar pair work role plays with their peers that use the same structures as in this task.

Students complete this task after learning the vocabulary and structures to describe objects (in this case their bag or school bag) using structures, such as 我的书包是蓝色的，它很大。我的书包是粉色的，它很小 and the vocabulary and structures to describe school items, such as 铅笔，尺子，书，饭盒，三明治，水果, as well as the question structures used in this task.

Prior to this task, students should have the opportunity to draw and label their school bag, and the items in it, so they can refer to this while completing this task.

Provide students with Part A of the task.

### Task administration script

#### READ ALOUD

Please look at your task sheet.

This task involves a pretend situation. Oh no! You have lost your school bag while you are visiting China. You need to go to the police station to report your lost bag. I will act as the police officer. You need to tell me what your bag is like and what is in it. Give as much information as you can. You will have five minutes to prepare for the task before your interview. During this time you may draw your bag and the things in it in the box on the task sheet. Please listen carefully to the questions that the teacher asks you and answer in Chinese in full sentences.

## **Part B: Role play**

Students participate in a role play with the teacher, playing a shopping game.

Prepare a tray with the following objects: pencil, scissors, glue, eraser, ruler, pencil sharpener, pen and book.

Have a copy ready of 'Shopping List' for teacher, and 'Shopping List' for student. Explain that you are going to play a quick shopping game. You will be the customer first, and the student will be the shopkeeper, then you will swap places.

Teacher will play the role of the customer first.

Then reverse the roles with student playing the role of customer and the teacher will be the shopkeeper.

**Instructions to students**

**我的书包不见了 My school bag is missing!**

**Part A: I've lost my bag**

Oh no! You have lost your school bag!

Go to the police station and give them a description of your bag and what is in it.

Use the box below to think about what is in your school bag. You can draw pictures and write words or notes and use any pictures you have of your school bag and what is in it.

When you are ready, your teacher will ask you some questions.

Make sure you are polite and greet the police officer, and say goodbye and thank them when you finished.

A large empty rectangular box with a double-line border, intended for students to draw and write. In the bottom-left corner, there is a small orange line-art icon of a backpack. In the bottom-right corner, there is a small black silhouette of a detective wearing a hat and holding a magnifying glass.

Images from Pixabay

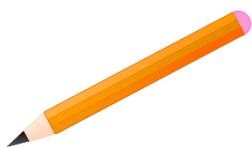
## Part B: Role play

Role play a shopping game with your teacher.

1. Your teacher will play the role of the customer first, and you will be the shopkeeper.
2. Reverse your roles. This time you will play the role of the customer, your teacher will be the shopkeeper.

### Shopping list 1

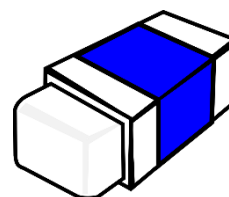
lǎoshī mǎi dōng xī  
老师买东西



[Pencil image: <https://pixabay.com/en/pencil-pen-write-pencil-drawing-913101/>  
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### Shopping list 2

mǎi dōng xī  
买东西



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## Sample marking key

### Part A: I've lost my bag

Description	Marks
<b>Content</b>	
<b>Greeting</b>	
Student responds to the greeting and makes a request for help.	2
Student requires repetition of the greeting and prompting to respond and make a request for help.	1
Student doesn't respond with a suitable greeting in Chinese, even with prompting.	0
<b>Subtotal</b>	<b>2</b>
<b>Description of school bag</b>	
Gives a comprehensive description of their school bag and its contents, for example, 我的书包是蓝色的, 它很大。书包上有一只猫画。书包里有一支红色的铅笔和一个球。我的铅笔盒里有两只蓝色的笔。	3
Gives a description of their school bag and its contents, for example, 书包很大。书包是蓝色的。书包里有铅笔盒。书包里有球。	2
Describes their school bag and its contents using only single words, for example, points to the picture and says 蓝色 or 小.	1
<b>Subtotal</b>	<b>3</b>
<b>Grammatical structures</b>	
Uses grammatically accurate sentences with only minor errors.	3
Uses sentences with errors or phrases to answer.	2
Describes their school bag and its contents using only single words.	1
<b>Subtotal</b>	<b>3</b>
<b>Farewell greetings</b>	
Student says thank you and a suitable farewell greeting, without being prompted.	2
Student requires prompting and/or repetition of a greeting by the teacher before responding.	1
Student doesn't respond with a suitable farewell greeting in Chinese, even with prompting.	0
<b>Subtotal</b>	<b>2</b>
<b>Pronunciation</b>	
Pronounces all words accurately.	3
Pronounces most words accurately.	2
Pronounces some words accurately.	1
<b>Subtotal</b>	<b>3</b>
<b>Part A total</b>	<b>13</b>

<b>Part B: Role-play</b>	
<b>Description</b>	<b>Marks</b>
<b>List 1 – Item 1</b>	
Offers correct item and says 给你 or similar.	2
Offers correct item but says nothing (or incorrect phrase).	1
Doesn't offer an object or offers an incorrect item.	0
<b>Subtotal</b>	<b>2</b>
<b>List 1 – Item 2</b>	
Offers correct item and says 给你 or similar.	2
Offers correct item but says nothing (or incorrect phrase).	1
Doesn't offer an object or offers an incorrect item.	0
<b>Subtotal</b>	<b>2</b>
<b>List 1 – Item 3</b>	
Offers correct item and says 给你 or similar.	2
Offers correct item but says nothing (or incorrect phrase).	1
Doesn't offer an object or offers an incorrect item.	0
<b>Subtotal</b>	<b>2</b>
<b>List 2 – Item 1</b>	
Asks for the correct object in a correctly formulated request, and replies with 谢谢.	3
Asks for correct object in a correctly formulated request.	2
Names the object, but doesn't use a full sentence.	1
Doesn't request an object or requests an incorrect object.	0
<b>Subtotal</b>	<b>3</b>
<b>List 2 – Item 2</b>	
Asks for the correct object in a correctly formulated request, and replies with 谢谢.	3
Asks for the correct object in a correctly formulated request.	2
Names the object, but doesn't use a full sentence.	1
Doesn't request an object or requests an incorrect object.	0
<b>Subtotal</b>	<b>3</b>
<b>List 3 – Item 3</b>	
Asks for the correct object in a correctly formulated request, and replies with 谢谢.	3
Asks for correct object in a correctly formulated request.	2
Names the object, but doesn't use a full sentence.	1
Doesn't request an object or requests an incorrect object.	0
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation</b>	
Excellent pronunciation and clarity.	3
Good pronunciation and intonation.	2
Significant errors with pronunciation but meaning can be understood.	1
Poor pronunciation which affects the meaning of what is said.	0
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>18</b>
<b>Total</b>	<b>31</b>



### **Image acknowledgements**

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