



## Sample assessment task

<b>Year level</b>	Pre-primary
<b>Learning area</b>	Languages
<b>Subject</b>	Chinese: Second Language
<b>Title of task</b>	你好 <i>nǐ hǎo</i> (Hello)

## Task details

<b>Description of task</b>	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to greetings and sharing personal information. They also demonstrate their skills in speaking Chinese by exchanging greetings and sharing information about themselves with their teacher in a short interview.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. This task establishes information on students' ability to interact orally in Chinese, listening and responding to teacher modelled tones and rhythms and structured statements.
<b>Assessment strategy</b>	Oral performance – participate in an interview
<b>Evidence to be collected</b>	Audio visual recording of the interview
<b>Suggested time</b>	5 minutes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact orally with the teacher and peers, using learnt sounds, verbal and non-verbal responses and listen to and engage with teacher-modelled tones and rhythms in class routines, structured conversations and activities to exchange greetings, such as 早, 你好, 王老师, 再见</p> <p>Introduce and share simple information about themselves and their family members, for example, 你叫什么名字? 我叫 Anna。我五岁, 这是我爸爸, 我爸爸叫……</p> <p>Respond to teacher talk and instructions, for example, 站起来 and 请坐</p> <p><b>Understanding</b></p> <p>Notice and use context-related vocabulary to generate language.</p>
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## Task preparation

<b>Prior learning</b>	Students have prior knowledge of and exposure to: <ul style="list-style-type: none"><li>• context-related vocabulary and grammatical items, including:<ul style="list-style-type: none"><li>▪ greetings</li><li>▪ talking about how they are feeling</li><li>▪ saying their name and age</li></ul></li><li>• the textual conventions of an interview.</li></ul>
<b>Assessment differentiation</b>	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

<b>Assessment conditions</b>	The interview will take place between the teacher (or another speaker of Chinese) and the student.
<b>Resources</b>	Task sheet Recording device

## Instructions for teacher

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

- taught context-related vocabulary and exposed to grammatical items, including:
  - greetings
  - talking about how they are feeling
  - saying their name and age
- exposed to the textual conventions of an interview, and be provided with opportunities to practise them.

## Task

Students participate in an interview with their teacher to exchange greetings and share information about themselves.

## Task administration script

### READ ALOUD

Today I will be asking you a few questions in Chinese. I would like you to answer the questions I ask you in Chinese too.

Give as much information as you can in your answers. It is very important that you do your best.

1.

### READ ALOUD

你好！

Wait for the student to respond.

2.

### READ ALOUD

你叫什么名字？

Wait for the student to respond.

3.

### READ ALOUD

你好吗？

Wait for the student to respond.

4.

### READ ALOUD

你几岁？

Wait for the student to respond.

5.

### READ ALOUD

谢谢，再见

Wait for the student to respond.

## Sample marking key

Description	Marks
<b>Question 1</b>	
Student responds to the greeting 你好.	2
Student requires repetition of the greeting and prompting.	1
Student doesn't respond with a suitable greeting in Chinese, even after prompting.	0
<b>Subtotal</b>	<b>2</b>
<b>Question 2</b>	
Student responds using a full sentence without prompting, for example, 我叫 <u>name</u> .	2
Student responds with their name only or requires prompting to respond.	1
Student doesn't say their name, even after prompting.	0
<b>Subtotal</b>	<b>2</b>
<b>Question 3</b>	
Student responds using a full sentence without prompting, for example, 我很好.	2
Student responds with one word only or requires prompting to respond.	1
Student doesn't give a suitable response, even after prompting.	0
<b>Subtotal</b>	<b>2</b>
<b>Question 4</b>	
Student responds using a full sentence without prompting, for example, 我四岁.	2
Student responds with their age/number only or requires prompting to respond.	1
Student doesn't give a suitable response, even after prompting.	0
<b>Subtotal</b>	<b>2</b>
<b>Question 5</b>	
Student provides at least one greeting at the end of the interview, such as 谢谢, 再见, without being prompted.	2
Student requires prompting and/or repetition of a greeting at the end of the interview by the teacher before responding.	1
Student doesn't provide a suitable greeting at the end of the interview, even after prompting.	0
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>10</b>