



Sample assessment task	
<b>Year level</b>	4
<b>Learning area</b>	Languages
<b>Subject</b>	French: Second Language
<b>Title of task</b>	<i>Ma routine</i> (My daily routine)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to daily routines at home and at school.</p> <p>In Part A they also demonstrate their skills in comprehending written text, and convey information about Pierre Bossu’s day.</p> <p>In Part B they demonstrate their skills in writing French, creating a story board to exchange information about places and experiences.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students’ ability to comprehend and convey simple statements. It also establishes information on their ability to write in French, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school.
<b>Assessment strategy</b>	<p>Test or quiz – order jumbled sentences</p> <p>Extended response – write and design a story board</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Story board</p>
<b>Suggested time</b>	<p>Part A – 20 minutes</p> <p>Part B – 60 minutes</p>
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school</p> <p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Understanding</b></p> <p>Write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle/on</i> + present tense of verbs associated with familiar actions and environments, for example, <i>Il se lève à sept heures; Je vais à l’école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30</i></li> </ul>

	<ul style="list-style-type: none"> <li>expressing negation in simple sentence structures and colloquial expressions, for example, <i>Je ne sais pas; Elle ne mange pas; Tu ne viens pas ? Pas du tout !</i></li> <li>using an increasing range of adjectives including additional gender forms, for example, <i>blanc/blanche, gros/grosse, petit/petite, grand/grande</i></li> <li>using some adverbs to elaborate on simple verb statements, for example, <i>Elle mange lentement; Je chante doucement; Il parle très vite</i></li> </ul> <p>Notice differences in familiar texts, such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose.</p>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>a variety of texts related to daily routines at home and school</li> <li>context-related vocabulary</li> <li>grammatical items, including: the present tense; time clauses</li> <li>the textual conventions of a story board.</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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Blank paper, scissors, glue</p> <p>A3 sheet for storyboard</p> <p>French/English – English/French dictionary</p>

## Instructions for teacher

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

- taught context-related vocabulary
- taught grammatical elements, including:
  - understand and use the present tense
  - observing the relationship between subject pronouns and verb endings; using *je/tu/il/elle/on* + present tense of verbs associated with familiar actions and environments, for example, *Il se lève à sept heures; Je vais à l'école à huit heures; Tu aimes le français; Elle est en classe; On commence à 8h30*
- taught how to gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds
- exposed to the textual conventions of a story board, and provided with opportunities to practise them.

## Task

### Part A: Que fait Pierre le matin ?

Students are to sort the jumbled sentences to reveal what Pierre Bossu does each morning as part of his daily routine.

Provide students with the task sheet, a pair of scissors, a glue stick and a blank piece of paper on which to place the sorted sentences.

Read the instructions to them.

Allow the students approximately 20 minutes to complete this part of the task.

On completion, either ask students to check their results with a partner or with the teacher, reading aloud Pierre's morning routine.

### Part B: Ma routine

Students are to design a story board about their daily routine, to entertain peers and younger audiences.

Provided them with the story board template and read the instructions to them.

They are to complete the eight panels of the story board in French, by writing in the caption of what is happening. Then they finish the story by illustrating the panels of the story board. They should aim to write 8 sentences, capturing what they do from the time they wake, to the time they go to bed.

Allow students to look up any unfamiliar vocabulary in a dictionary.

They will have approximately 60 minutes to complete the task.

Formatting the story board: The comic strip template can be printed onto A3 paper to allow more space for students to draw and write. Alternatively, students may like to recreate the layout and size of the panels to suit their story. In this case, they should cut and paste the panels onto their individually created template, or re-draw what they see, and ensure they have the same number of panels with which to complete their story.

## Instructions to students

### Ma routine

#### Part A: Que fait Pierre le matin ?

Pierre Bossu has a busy morning routine. The sentences below tell you what he does every morning but they all seem to be jumbled. See if you can work out what he does each morning by cutting out the sentences and reorganising them.

Il se lève à sept heures.

✂ \_\_\_\_\_

À sept heures vingt-cinq, il se brosse les dents et les cheveux et il s'habille.

✂ \_\_\_\_\_

Il prend son petit-déjeuner qui est composé d'un chocolat chaud, un yaourt et des toasts à sept heures et demie.

✂ \_\_\_\_\_

Le matin, Pierre Bossu se réveille à six heures et demie.

✂ \_\_\_\_\_

Que fait Pierre le matin ?

✂ \_\_\_\_\_

Il quitte la maison à huit heures et il arrive à l'école à huit heures et vingt.

✂ \_\_\_\_\_

Ensuite il se douche vers sept heures dix.

✂ \_\_\_\_\_

## Part B: Ma routine

You are to design a story board about your daily routine, to entertain your peers and younger audiences.

You will be provided with the story board template.

Complete the eight panels of the story board in French, by writing in the caption of what is happening. Don't forget to add the time you complete each activity, for example, *Je me couche à huit heures et demie.*

Then, finish the story by illustrating the panels of the story board.

Aim to write 8 sentences which capture what you do from the time you wake up to the time you go to bed.

Look up any unfamiliar vocabulary in a dictionary.

You will have approximately 60 minutes to complete the task.



## Sample marking key

### Part A: Que fait Pierre le matin ?

Description	Marks
Text order	
1. Que fait Pierre le matin ?	1
2. Le matin, Pierre Bossu se réveille à six heures et demie.	1
3. Il se lève à sept heures.	1
4. Ensuite il se douche vers sept heures dix.	1
5. À sept heures vingt-cinq, il se brosse les dents et les cheveux et il s'habille.	1
6. Il prend son petit-déjeuner qui est composé d'un chocolat chaud, un yaourt et des toasts à sept heures et demie.	1
7. Il quitte la maison à huit heures et il arrive à l'école à huit heures et vingt.	1
<b>Subtotal</b>	<b>7</b>
<b>Part A total</b>	<b>7</b>

### Part B: Ma routine

Description	Marks
Content	
Writes the text of a story board about their daily routine, with a caption to contextualise each panel. Includes relevant details in writing, and in supporting illustrations, to engage the reader.	3
Writes a story board about their daily routine, with attempts at contextualising panels with captions and speech/thought bubbles, to support illustrations. Includes some details in written and in visual forms to engage the reader.	2
Limited attempts are made at writing and illustrating a story board.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
Grammar	
Uses an appropriate range of sentence structures. Sentences are handled with confidence and structures are often correct. Uses present tense and time clauses successfully.	3
Uses structures that satisfy the requirements of the task. Structures are mostly repetitive. Use of present tense and/or time clauses is sometimes unsuccessful, though the intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
<b>Subtotal</b>	<b>3</b>

Description	Marks
<b>Vocabulary</b>	
Uses relevant vocabulary. Spelling is mostly correct, including the use of accents.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling but meaning is clear. Attempts are made at using accents correctly.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Text type and sequencing</b>	
Successfully writes a story board, including statements or captions, time clauses and images. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a story board. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Support</b>	
Effectively uses a bilingual dictionary and/or resources independently.	3
Requires some support in accessing a bilingual dictionary and/or other resources. Some teacher support required.	2
Requires significant support to complete the task.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>15</b>
<b>Total</b>	<b>22</b>