



Sample assessment task	
Year level	3
Learning area	Languages
Subject	French: Second Language
Title of task	<i>La famille de Colette</i> (Colette's Family)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family members.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text by locating information and completing a descriptive drawing of family members' images, to correspond to that information.</p> <p>In Part B they demonstrate their skills in comprehending written text by drawing an image to convey the information they have read.</p>
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 spoken and written text, and locate and convey specific points of information.
Assessment strategy	<p>Short response – listen for information in spoken text</p> <p>Short response – read for information in written text</p>
Evidence to be collected	Completed task sheets
Suggested time	<p>Part A – 20 to 30 minutes</p> <p>Part B – 20 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts, related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Understanding</p> <p>Recognise and 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"> observing the relationship between subject pronouns and verb endings, using <i>je/tu/il/elle</i> + present tense of verbs associated with familiar actions and environments, for example, <i>Il chante bien; Je suis fatigué; Tu aimes le yaourt; Elle est en classe</i>

	<ul style="list-style-type: none"> • understanding the difference between definite and indefinite articles, and how to refer to a specific or unspecific person, place or object, for example, <i>J'aime la musique; Le chien est brun; J'ai un frère; Il a une amie</i> • using an increasing range of adjectives, for example, <i>bizarre, magnifique, formidable</i>, including additional gender forms, for example, <i>blanc/blanche, gros/grosse</i>.
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to descriptions of family members • context-related vocabulary • grammatical elements, including: adjectives for describing physical appearance; definite articles for nouns; pronouns <i>il est</i> and <i>elle est</i>.
Assessment differentiation	<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	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheets</p> <p>Transcript of spoken text</p> <p>Pencil and colour pencils</p>

Instructions for teacher

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

- taught context-related vocabulary
- exposed to grammatical elements, including:
 - adjectives
 - definite articles
 - and pronouns *il/elle est*
- exposed to a variety of texts related to descriptions of family members.

Task

Part A: La famille de Colette

Students listen to a set of statements describing the members of Colette’s family, and complete the task sheet by drawing the family members as described. They then write in the missing phrases in French, to establish the relationship of the member to Colette.

Students have approximately 20 to 30 minutes to complete the task.

Task administration script

READ ALOUD

1. Trouve Marie, elle est la mère. Elle a les cheveux bruns et raides. Elle a les yeux verts.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

2. Trouve Jean, il est le père. Il a les cheveux noirs et bouclés. Il a les yeux bruns.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

3. Trouve la sœur Monique. Elle a les cheveux blonds et longs. Elle a les yeux bleus.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

4. Trouve le frère Robert. Il a les cheveux roux et courts. Il a une moustache. Il a les yeux verts.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

5. Trouve Natalie, elle est la grand-mère. Elle a les cheveux gris et bouclés. Elle a les lunettes roses.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

6. Trouve Nicolas, il est le grand-père. Il est chauve. Il a une barbe. Il a les yeux bleus.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

7. Trouve Nans, elle est la tante. Elle a les cheveux raides et bruns. Elle a les yeux noisette.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

8. Trouve Pierre, il est l'oncle. Il a les cheveux blonds et courts. Il a les yeux verts.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

9. Trouve Emily, elle est la cousine. Elle a les cheveux roux et bouclés. Elle a les yeux bruns.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

READ ALOUD

10. Trouve Théo, il est le cousin. Il a les cheveux noirs et les yeux noisette.

Read the statement a second time.

Leave a 2–3 minute pause for students to write the missing phrase and draw the family member.

Part B: Describing friends

Students read a series of descriptive sentences in French. They respond by drawing an image to represent what they have understood from their reading, providing specific details, such as eye colour, hair colour and length, etc.

Provide students with the task sheet and read to them the instructions.

Allow 20 minutes for the students to complete the task.

Instructions to students

La famille de Colette

Part A: La famille de Colette

Let me introduce you to Colette's family. You will hear a description of some members of her family. Write in the missing phrase to show how this family member is related to Colette, for example, her *oncle* or *soeur*. Then draw the family member as he/she is described.

1. Elle s'appelle Marie , elle est _____ . (the mother)	2. (He) _____ s'appelle Jean , il est _____ . (the father)
3. (She) _____ s'appelle Monique , elle est _____ . (the sister)	4. C'est Robert , _____ . (he is the brother)
5. Voici Natalie , elle est _____ . (the grandmother)	6. (He) _____ s'appelle Nicolas , il est _____ . (the grandfather)
7. (She) _____ s'appelle Nans , elle est _____ . (the aunty)	8. C'est Pierre , il est _____ . (the uncle)
9. C'est Emily , (she) _____ est _____ . (the cousin)	10. Voici Theo , _____ . (he is the cousin)

Part B: Describing friends

Carefully read the sentences in French describing Colette's friends, in the table below. For each of the sentences, draw an image to show what you have understood.

In the last frame write your name, describe yourself to Colette, and draw a picture of yourself.

Provide as much detail as possible and complete your drawings using colour pencils.

You will have 20 minutes to complete the task.

1. Elle a les cheveux noirs et longs et les yeux bleus.	2. Il a les cheveux raides et bruns et les yeux bruns.
3. Il a les cheveux roux et les yeux verts.	4. Elle a les cheveux bouclés et blonds et les yeux noirs.
5. Elle a les yeux bleus et les cheveux longs et noirs.	6. C'est moi, je m'appelle _____. J'ai les yeux _____ et les cheveux _____

Sample marking key

Part A: La famille de Colette

Description	Marks
Question 1	
la mère	1
Drawing shows a woman with brown, straight hair and green eyes.	[1] + [1] + [1]
Subtotal	4
Question 2	
le père	1
Drawing shows a man with black, curly hair and brown eyes.	[1] + [1] + [1]
Subtotal	4
Question 3	
la sœur	1
Drawing shows a girl with blonde, long hair and blue eyes.	[1] + [1] + [1]
Subtotal	4
Question 4	
le frère	1
Drawing shows a boy with red, short hair, a moustache and green eyes.	[1] + [1] + [1] + [1]
Subtotal	5
Question 5	
la grand-mère	1
Drawing shows a woman with grey, curly hair and pink-coloured glasses.	[1] + [1] + [1]
Subtotal	4
Question 6	
le grand-père	1
Drawing shows a man who is bald, has a beard and blue eyes.	[1] + [1] + [1]
Subtotal	4
Question 7	
la tante	1
Drawing shows a woman with brown, straight hair and hazel eyes.	[1] + [1] + [1]
Subtotal	4
Question 8	
l'oncle	1
Drawing shows a man with blonde, short hair and green eyes.	[1] + [1] + [1]
Subtotal	4
Question 9	
Elle (est) la cousine	1
Drawing shows a girl with red, curly hair and brown eyes.	[1] + [1] + [1]
Subtotal	4

Description	Marks
Question 10	
Il est le cousin	1
Drawing shows boy with black hair and hazel eyes.	[1] + [1]
Subtotal	3
Part A total	40
Part B: Describing friends	
Description	Marks
Question 1	
Drawing is of a female.	1
Female has long, black hair and blue eyes.	[1] + [1] + [1]
Subtotal	4
Question 2	
Drawing is of a male.	1
Male has straight, brown hair and brown eyes.	[1] + [1] + [1]
Subtotal	4
Question 3	
Drawing is of a male.	1
Male has short, red hair and green eyes.	[1] + [1] + [1]
Subtotal	4
Question 4	
Drawing is of a female.	1
Female has curly, blonde hair and black eyes.	[1] + [1] + [1]
Subtotal	4
Question 5	
Drawing is of a female.	1
Female has blue eyes and long black hair.	[1] + [1] + [1]
Subtotal	4
Question 6	
Student writes their own name.	1
Drawing shows student with correct hair colour and type and their eye colour.	[1] + [1] + [1]
Subtotal	4
Part B total	24
Total	64