



Sample assessment task	
Year level	4
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Meine Schule</i> (My school)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to activities and days of the week.</p> <p>In Part A students also demonstrate their skills in comprehending spoken text and convey their understanding by completing a table in English.</p> <p>In Part B they demonstrate their skills in comprehending written text and then writing a dialogue between two people discussing school subject and teachers.</p> <p>In Part C they also demonstrate their skills in speaking as they present a dialogue to the class.</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 written text, locating and processing factual information as well as conveying the information in different formats. It also establishes information on their ability to write a dialogue in simple expressive modelled language and perform the dialogue in spoken German.
Assessment strategy	<p>Short response – listen for information in a in spoken text</p> <p>Short response – read for information in a in written text</p> <p>Extended response – write the script of a dialogue</p> <p>Oral performance – perform a dialogue</p>
Evidence to be collected	<p>Completed task sheets</p> <p>Dialogue</p> <p>Audio visual recording of presentation</p>
Suggested time for assessment	<p>Part A – 20 minutes</p> <p>Part B – 30 minutes to read text and write their dialogue</p> <p>Part C – 2 minutes per pair</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, 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>

Content description	
	<p>Understanding</p> <p>Understand and apply punctuation rules in German, including the meaning and use of full stops and commas in ordinal and decimal numbers</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"> describing capabilities and preferences using limited forms of the modal verbs <i>können</i> and <i>mögen</i>, for example, <i>Ich kann gut schwimmen; Er mag Cricket; Wir möchten eine Party machen</i> joining words, phrases and sentences using <i>und, oder</i> and <i>aber</i> understanding and formulating questions using subject–verb inversion, for example, <i>Magst du Sport?</i> understanding a range of question words and the intended/related answer, for example, <i>woher, welcher</i> and <i>wie viel</i> locating events in time with regard to days, months, seasons and ‘half past’ time, for example, <i>Ich spiele im Winter Fußball; Die Schule beginnt um halb neun</i> using the correct verb form associated with a noun or pronoun or combination thereof, for example, <i>Die Lehrerin singt ein Lied; Herr Schwarz trinkt Kaffee; Sie spielt Tennis; Mein Freund und ich sprechen Englisch</i> <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>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> context-related vocabulary grammatical structures, including: punctuation; intonation patterns to create different meanings, as in the distinction between statements, questions and exclamations a variety of texts related to daily routines at home and at school the textual conventions of a dialogue.
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	<p>Part A is to be completed by students working individually.</p> <p>Part B and Part C are to be completed by students working in pairs.</p>
Resources	<p>Task sheets</p> <p>Task administration script</p> <p>Recording device</p>

Instructions for teacher

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

- exposed to a variety of texts related to daily routines at school
- taught context-related vocabulary
- taught grammatical structures, including;
 - punctuation
 - intonation patterns to create different meanings, as in the distinction between statements, questions and exclamations
- taught the textual conventions of a dialogue, and provided with opportunities to practise them.

Task

Part A: Lieblingsfächer

Students listen to the teacher read a series of short sentences. Students mark the information they hear in the table.

Task administration script

READ ALOUD

1. **Annas** Lieblingsfach ist Deutsch. Sie mag Bücher und Geschichten. Ihre Lehrerin Frau Steiger ist nett. Mathe findet Anna doof.

Read a second time.

Allow students time to write their response.

READ ALOUD

2. **Bruno** mag Sport und Kunst. Er rennt sehr schnell und malt tolle Bilder. Sein Sportlehrer Herr Fritz ist super cool. Englisch ist nicht sein Lieblingsfach.

Read a second time.

Allow students time to write their response.

READ ALOUD

3. **Miriam** ist gut im Mathe. Mathe ist interessant. Ihre Mathelehrerin Frau Köln ist sehr schlau und nett. Geschichte mag Miriam auch, aber Sport ist nicht so gut.

Read a second time.

Allow students time to write their response.

READ ALOUD

4. **Carina** mag Musik. Leider ist die Lehrerin Frau Schmidt alt und langweilig. Carinas Lieblingsfächer sind Deutsch und Biologie.

Read a second time.

Allow students time to write their response.

READ ALOUD

5. **Paul** ist nicht sehr gut in der Schule, aber er liebt Geschichte und Sport. Kunst mag er nicht, denn er kann nicht gut malen.

Read a second time.

Allow students time to write their response.

READ ALOUD

6. **Rudi** mag fast alle Fächer. Am liebsten mag er Deutsch und Englisch. Mathe und Biologie mag er auch.

Read a second time.

Allow students time to write their response.

Part B: Meine Lieblingsfächer

Working in pairs, students read the dialogue and discuss their favourite subjects and teachers.

They then write independently their own dialogue discussing their favourite subjects and teachers.

Advise students they have 30 minutes to write their dialogue.

Part C: Role play

In pairs, students practise their role play. When they are ready, ask that they present their individual role play to the class.

Instructions to students

Meine Schule

Part A: Lieblingsfächer

Listen to your teacher read about other students' opinions regarding their school subjects.

Put a tick [✓] in the table for every subject the student likes.

Put a cross [x] in the table for every subject the student doesn't like.

	Deutsch	Mathe	Kunst	Musik	Sport	Englisch	Geschichte	Biologie
Anna								
Bruno								
Miriam								
Carina								
Paul								
Rudi								

Part A: Meine Lieblingsfächer

Read the dialogue with your partner and discuss your favourite subjects and teachers.

Write your own dialogue and once you are ready, practise with your partner.

Claudia	Was ist dein Lieblingsfach?
Julia	Musik ist mein Lieblingsfach.
Claudia	Musik? Das ist doch total langweilig.
Julia	Nein! Ich mag Musik. Ich spiele auch Klavier und Flöte. Was ist dein Lieblingsfach?
Claudia	Sport. Ich mag Sport am liebsten.
Julia	Warum?
Claudia	Du kannst dich bewegen und bleibst. Ich bin sehr gut in Sport.
Julia	Wer ist dein Lehrer?
Claudia	Frau Meyer. Die ist echt spitze.
Julia	Ja, die ist echt toll.

A:	
B:	
A:	
B:	
A:	
B:	
A:	
B:	
A:	
B:	

Part C: Dialogue

Once you have completed writing your dialogue, practise it with a partner. You may use your dialogue, but try not to read from it.

Then when you are ready, the teacher will call you up to present your dialogue to the class.

Sample marking key

Part A: Lieblingsfächer

Description									Marks
Table (1 mark each correct answer)									
	Deutsch	Mathe	Kunst	Musik	Sport	Englisch	Geschichte	Biologie	
Anna	✓	x							0–2
Bruno			✓		✓	x			0–3
Miriam		✓			x		✓		0–3
Carina	✓			✓				✓	0–3
Paul			x		✓		✓		0–3
Rudi	✓	✓				✓		✓	0–4
Subtotal									18
Part A total									18

Part A: Meine Lieblingsfächer

Description		Marks
Content		
Writes a dialogue in which two people discuss their school subjects and teachers. Includes relevant details in writing to engage the reader.		3
Writes a dialogue in which two people discuss school. Includes some details about school or subjects to engage the reader.		2
Limited attempts are made at writing a dialogue.		1
Subtotal		3
Grammar		
Writes simple sentences and applies grammatical elements mostly accurately.		3
Writes simple sentences and applies grammatical elements with some accuracy.		2
Limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.		1
Subtotal		3
Vocabulary		
Uses an appropriate range of relevant vocabulary. Spelling and punctuation are mostly correct.		3
Uses some variety of vocabulary that is generally relevant. Errors in spelling and punctuation are present, but meaning is comprehensible.		2
Limited use of relevant vocabulary. Poor spelling and punctuation often impedes comprehension.		1
Subtotal		3
Part B total		9

Part C: Dialogue	
Description	Marks
Pronunciation and fluency	
Speaks confidently and speech flows well. Uses a high level of correct pronunciation and intonation.	3
Speaks with some confidence though hesitant at times or too fast. Requires some support from the other speaker. Pronunciation and intonation are generally correct.	2
Speaks with lots of pauses or too fast with mostly incorrect pronunciation and intonation. Requires considerable support from the other speaker.	1
Subtotal	3
Part C total	3
Total	30

Part C: Lieblingsfächer									
Description									Marks
Table (1 mark each correct answer)									
	Deutsch	Mathe	Kunst	Musik	Sport	Englisch	Geschichte	Biologie	
Anna	✓	x							0–2
Bruno			✓		✓	x			0–3
Miriam		✓			x		✓		0–3
Carina	✓			✓				✓	0–3
Paul			x		✓		✓		0–3
Rudi	✓	✓				✓		✓	0–4
Subtotal									18
Part C total									18
Total									30