



## Sample assessment task

<b>Year level</b>	1
<b>Learning area</b>	Languages
<b>Subject</b>	Italian: Second Language
<b>Title of task</b>	<i>Dove abiti?</i> (Where do you live?)

## Task details

<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to where they and others live.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text by identifying and connecting images of characters to their place of residence.</p> <p>In Part B they demonstrate their skills in speaking Italian by responding to teacher questions about where they live.</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 phrases and statements in Italian. It also establishes information on their ability to use descriptive language to talk about where they live.
<b>Assessment strategy</b>	<p>Short response – listen for information in spoken text</p> <p>Oral performance – participate in an interview</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Audio visual recording of interview</p>
<b>Suggested time</b>	<p>Part A – 10 minutes</p> <p>Part B – 5 minutes</p>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact with the teacher and peers, using simple modelled language and gestures to share information about themselves and where they live</p> <p>Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds</p> <p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p> <p><b>Understanding</b></p> <p>Recognise and reproduce the sounds and intonation patterns of the Italian language noticing similarities and differences with English</p> <p>Pronounce the Italian alphabet - in particular the vowel sounds <i>a, e, i, o, u</i>, the rolled <i>r</i>, the <i>c</i> as in <i>ciao</i> and the <i>ch</i> as in <i>chi</i></p> <p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>noticing definite and indefinite articles with nouns, for example, <i>la matita, il libro, il quaderno; una maestra, uno studente; i ragazzi, le ragazze</i></li> <li>noticing that Italian words end mostly with vowels to mark gender and number, for example, <i>fratello, sorella, libro, libri</i></li> </ul>
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Content description	
	<ul style="list-style-type: none"> <li>identifying people using pronouns, for example, <i>io, tu</i></li> <li>noticing the use of formulaic structures with <i>ho</i> and <i>sono</i> when giving personal information about state or identity</li> <li>learning the structure of simple statements and questions based on models, for example, <i>Io abito a Subiaco</i></li> <li>developing number knowledge for numbers 0–31.</li> </ul>
Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>a range of texts that relate to where people live, through songs and stories, rhymes and poems</li> <li>context-related vocabulary</li> <li>elements of grammar, including: responding to the questions <i>Dove abiti?</i> and <i>Da dove vieni? Vengo da Torino; Abito a Subiaco</i></li> <li>the textual conventions of an interview.</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>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Pencil</p> <p>Transcript of spoken text</p> <p>Recording device</p>

## Instructions for teacher

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

- exposed to a variety of text types that relate to where people live, including songs, stories, poems and rhymes
- taught context-related vocabulary
- taught the elements of grammar, including:
  - responding to the questions *Dove abiti?* and *Da dove vieni? Vengo da Torino; Abito a Subiaco*
- taught the textual conventions of an interview and provided with opportunities to practise them.

## Task

### Part A: Dove abiti?

Provide students with the task sheet and a pencil.

Students listen as the teacher introduces them to the four characters on their task sheet.

Students then listen as the teacher reads to them a series of statements. Each statement will be read twice. After listening to each statement students draw a line to match the picture of the character to the picture of the place where they live.

### Task administration script

READ ALOUD

1. Mi chiamo Giacomo. Abito in una casa grande.

Read the statement again.

Pause for students to write their responses.

READ ALOUD

2. Sono Emilia. Abito in una casa piccola.

Read the statement again.

Pause for students to write their responses.

READ ALOUD

3. Mi chiamo Lila. Sono un gatto. Abito in un giardino piccolo.

Read the statement again.

Pause for students to write their responses.

READ ALOUD

4. Mi chiamo Massimo. Sono un cane. Abito in un giardino grande.

Read the statement again.

Pause for students to write their responses.

## Part B: Dove abiti? – Interview

The teacher calls up the student and explains that they will be asking the student about where they live.

### Task administration script

Teacher: Buongiorno (*student's name*).

Student: (*Student to respond to greeting*).

Teacher: Io abito a East Fremantle. E tu? Dove abiti?

Student: (*Student to respond to question*).

Teacher: Qual é il tuo indirizzo?

Student: (*Student to respond to question*).

Teacher: Abiti in una casa o in un appartamento?

Student: (*Student to respond to question*).

Teacher: È grande la tua casa? **or** È grande il tuo appartamento?

Student: (*Student to respond to question*).

Teacher: Grazie (*Student's name*). Arrivederci.

Student: (*Student responds with a phrase indicating leave taking*).

**Instructions to students**

**Dove abiti?**

**Part A: Dove abiti?**

Look carefully at the pictures. Listen to your teacher. Draw a line to match each of the characters to their home.



**Part B: Dove abiti? – Interview**

Your teacher is going to ask you where you live and would like you to respond in Italian.

Now listen carefully.

## Image acknowledgements

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## Sample marking key

### Part A: Dove abiti?

Description	Marks
Giacomo [1] big house [1]	2
Emilia [1] small house [1]	2
Lila (cat) [1] small garden [1]	2
Massimo [1] (dog) big garden [1]	2
<b>Subtotal</b>	<b>8</b>
<b>Part A total</b>	<b>8</b>

### Part B: Dove abiti? - Interview

Description	Marks
Replies to greeting <i>Buongiorno</i> .	1
Replies to question <i>Dove abiti?</i> , with <i>Abito a</i> [1] and the name of the suburb [1] where the student resides.	2
Replies to question <i>Qual é il tuo indirizzo?</i> with their address; house/apartment number [1] and street name [1].	2
Replies to question <i>Abiti in una casa o in un appartamento?</i> with either ( <i>Abito</i> ) in [1] <i>una</i> [1] <i>casa</i> [1] <b>or</b> ( <i>Abito</i> ) in [1] <i>un</i> [1] <i>appartamento</i> [1].	3
Replies to question <i>È grande la tua casa? or È grande il tuo appartamento?</i> with either <i>Sì</i> [1] <i>é</i> [1] <i>grande</i> [1] <b>or</b> <i>No</i> [1] <i>é</i> [1] <i>piccolo/a</i> [1].	3
Replies to <i>Grazie. Arrivederci</i> with a phrase of leave taking.	1
<b>Subtotal</b>	<b>12</b>
<b>Part B total</b>	<b>12</b>
<b>Total</b>	<b>20</b>