Sample assessment task

Year level	7
Learning area	Languages
Subject	Italian: Second Language
Title of task	*La giornata mondiale dell'amicizia!* (International Day of Friendship)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to friends. In Part A students demonstrate their skills in comprehending written texts by accessing and summarising key information from the descriptions of six people. In Part B students demonstrate their skills in writing Italian by completing a description of a best friend for a competition. In Part C students demonstrate their skills in comprehending and speaking Italian by participating in an interview about the friend they described in Part B.
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 and convey this information to others in a variety of ways. It also establishes information on their ability to speak and write Italian, using modelled and rehearsed language.
Assessment strategies	Short response – read for information in written Italian text Extended response – write the profile of a best friend in Italian Oral performance – respond to interview questions in Italian
Evidence to be collected	Part A and Part B – Completed task sheets Part C – Oral recording of the interview
Suggested time	Part A – 40 minutes Part B – 60 minutes Part C – 30 minutes for preparation and three minutes for the interview

Content description

Content from the Western Australian curriculum	**Communicating** Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways

Understanding

Develop awareness of features of the Italian sound system, through distinguishing and reproducing in familiar contexts, consonant combinations, such as the *gl* (in *famiglia*), *gn* (in *signora*), *ch* (in *chi*), vowel combinations, such as in *buono*, *chiave*, *ciliegia*, *dicembre*, double consonants, for example, *sono* and *sonno*, and differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, *Si chiama Roberto?*, *Si chiama Roberto*.

Learn to pronounce the letters of the Italian alphabet and make connections between spoken and written forms of common context-related words and expressions, and experiment with the effect of grave and acute accents on pronunciation, for example, *papà* and *perché*

Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Italian grammatical system, including:

- recognising, and applying when writing own texts, some rules of spelling and punctuation of the Italian language, such as rules of capitalisation
- noticing gender and using familiar singular and plural nouns in the regular forms
- using definite and indefinite articles with familiar nouns
- learning to use adjectives to describe people or objects, including agreement and position
- learning to use possessive adjectives in the first, second and third person forms when talking about family and possessions, for example, *la mia famiglia*, *il tuo libro*, *i suoi fratelli*
- observing that definite articles may be omitted in some contexts, such as when using possessive adjectives with family members in the singular form, for example, *Mia sorella si chiama Anna.*
- expressing likes and dislikes using *mi piace* and *non mi piace* + noun/infinitive verb, for example, *Mi piace Sandro. È un caro amico.*; *Non mi piace fare i compiti.*
- using interrogatives in modelled structures, for example, *Di che colore hai i capelli?*; *Come ti chiami?*
- recognising subject pronouns and using the singular *io*, *tu*, *lui*, *lei* and the plural *noi*
- recognising and using singular conjugations and the *noi* form of verbs describing state (*essere*), possession (*avere*) and regular verbs describing actions in the present tense, for example, *parlare*, *cantare*, *giocare*, *abitare*
- using irregular conjugations of the present tense of common irregular verbs in modelled sentences, for example, *Nella mia famiglia ci sono cinque persone.*
- developing number knowledge and using cardinal numbers to state age and give the date
- recognising and using articulated prepositions with *a*, in modelled structures
- using modelled sentence structure to construct simple sentences in Italian (subject–verb–object), make statements, ask questions and give/receive instructions (verb + object), for example, *Chiudi il libro!*

	• beginning to use simple conjunctions, such as *e*, *ma* and *perché*, to connect ideas, for example, *Ho due sorelle ma non ho fratelli.*
	• using the negation *non* to form negative statements and questions, for example, *Non ti piace il gelato?*; *Non ho sorelle.*
	Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English

Task preparation

Prior learning	Students have prior knowledge of, and exposure to:
	• the sound and writing systems of Italian
	• context-related vocabulary and elements of grammar, including regular and irregular nouns, the present tense of regular and some irregular verbs, demonstrative adjectives
	• a variety of texts related to friendships and descriptions of friends and different celebrities
	• the textual conventions of interviews, descriptions, forms and profiles.
Assessment differentiation	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

Assessment conditions	Part A and Part B are to be completed by students working individually.
	Part C – the preparation for the interview is to be completed by students working individually and with a partner, and the interview is to be completed between the student and the teacher.
Resources	Task sheets
	Italian/English – English/Italian dictionary
	Recording device

Instructions for teacher

Prior to administering the task, provide opportunities for students to learn and engage with:

- context-related vocabulary and elements of grammar related to introducing and greeting people, giving birth dates and age, describing people, and stating sporting/leisure interests and likes/dislikes through resources, such as
  - Languages Online (Italian) – original version
    https://www.education.vic.gov.au/languagesonline/italian/italian.htm
    - Topic 14. Best friends: Worksheet 4
    - Topic 19. Colours. Describing hair, eyes: Worksheets 2, 3 and 5
  - My Italian lessons – List of adjectives to describe a person in Italian
    https://myitalianlessons.co.uk/list-of-adjectives-to-describe-a-person-in-italian/
  - Rocket Languages – Describing people in Italian
    https://www.rocketlanguages.com/italian/lessons/describing-people-in-italian
- a variety of texts and text types related to friendship, descriptions of friends and different celebrities; for example
  - sample essays or descriptions about school or best friends can be found at
    - Linkuaggio – Themes about friendships
      https://www.linkuaggio.com/search/label/Temi%20sull%27amicizia
  - examples of celebrity descriptions can be found at
    Talk in Italian – How to describe a person in Italian
    https://talkinitalian.com/describe-person-italian/#tab-con-11
  - song about friendship, such as
    - *L'amicizia è …* – Rosanna Nassimbeni
      https://www.youtube.com/watch?v=gkh7f5OaMEE
    - *I miei amici* – Languages Online (Italian) – original version Topic 14.
      Best friends – Worksheet 5: *I miei amici*
      https://www.education.vic.gov.au/languagesonline/italian/sect14/index.htm
- strategies for reading, writing and speaking and using an Italian/English – English/Italian dictionary
- the textual conventions of interviews, descriptions, forms and profiles.

Task

Part A: *Profili – Amici diversi*

Provide students with the task sheet.

Students read four profiles describing six people and respond in English to the related questions.

Prior to reading the profiles, advise students to:
- read the questions and predict the type of information required to respond.

Prior to responding to the questions, advise students to:
- highlight sections of the text that may provide the information required to answer the question
- identify words, within the highlighted sections, that are unfamiliar to them, and use a bilingual dictionary to find the meaning of the words.

Students have 40 minutes to complete Part A.

They may use a bilingual dictionary to complete Part A of the task.

Part B: *Descrizione - La giornata mondiale dell'amicizia!*

Prior to beginning this part of the task, students should be given time to review, as a class, the information, language and structures in the four profiles from Part A.

Provide students with Part B of the task.

As part of a radio competition for the *International Day of Friendship*, students complete a competition entry form, which describes their best friend and highlights their favourable qualities. They can choose to write about a fictitious best friend.

Students complete the form and include the following information in the description of their friend:
- a physical description (type of hair, eye colour, height)
- a description of their personality (include three adjectives)
- the three sports and/or activities in which they like to participate
- two other pieces of relevant information.

Discuss with students other information that can be included in the description. Explain to students that they will be assessed on the information they provide, their language use and accuracy.

Advise students that they should write approximately 70 words and that they have 60 minutes to complete the task.

Students may use a bilingual to complete Part B of the task.

Part C: *Intervista – La giornata mondiale dell'amicizia!*

Prior to beginning this part of the task, provide students with the opportunity to listen to audio text samples of people responding to questions and providing information about themselves and others.

Provide students with Part C of the task and the profile/description they produced for Part B.

Explain to students that they will participate in an interview, and they will be required to respond to questions in Italian about themselves as well as the friend they described in Part B. The interview will be based on the questions from the task sheet for Part C. Questions relate to age, birth date, physical description, sports and activities.

Allow students 20 minutes to prepare their answers individually and 10 minutes to practise responding to the interview questions with a partner. Advise students that they will not be asked all the questions, and that the questions may be asked in a different order than the task sheet.

Inform students that:
- they have three minutes for the interview
- the interview will be recorded
- they will be interviewed by the teacher/language assistant
- they will be assessed on the information they provide, their language use and accuracy.

Instructions to students

La giornata mondiale dell'amicizia!

Part A: *Profili – Amici diversi* **18 marks**

Read the descriptions of the people below and answer the questions that follow in **English**.

Use an Italian/English – English/Italian dictionary to find the meaning of unfamiliar vocabulary.

You have 40 minutes to complete this task.

Profilo 1	Profilo 2
Giovanni Ciao, questo è Giovanni! Giovanni è il mio migliore amico ed ha quattordici anni. Lui ha i capellli corti e ricci. Ha gli occhi neri ed è alto e snello. Giovanni colleziona figurine di calcio.	**Cecilia** Buongiorno a tutti! Questa è Cecilia la mia amica del cuore. Lei ha dodici anni. Il suo compleanno è il sette ottobre. Lei ha i capelli lunghi, lisci e biondi. Cecilia è di media statura. Cecilia adora le farfalle e le coccinelle.
Profilo 3	Profilo 4
Giampaolo e Luciano Ciao bella gente, questi sono i miei amici Giampaolo e Luciano. Loro sono gemelli ma non sono identici. Giampaolo ha i capelli lisci e castani, mentre Luciano ha i capelli ricci e neri. Giampaolo è vivace e chiassoso, mentre Luciano è riservato e timido. Entrambi adorano giocare ai videogiochi.	**Luisa e Robertina** Ciao ragazzi, queste sono le mie amiche Luisa e Robertina. Loro sono cugine. Luisa ha i capelli rossi, ondulati e molto lunghi, gli occhi verdi ed è molto attiva. Infatti pratica tanti sport come la pallavolo, il tiro con l'arco e il nuoto. Luisa ha due gatti, Totuccio e Spillo. Robertina assomiglia tanto a Luisa. Ha gli occhi verdi, ma ha i capelli corti, biondi e lisci. Robertina adora gli animali - in particolare i gatti. Infatti lei ha sette gatti.

Question 1

How old is Giovanni? (1 mark)

_____

Question 2

What does Giovanni collect? (1 mark)

_____

Question 3

When is Cecilia's birthday? (2 marks)

_____

Question 4

Tick (✓) which **one** of the following statements is true according to the information provided. (1 mark)

☐ Giampaolo and Luciano are twins.

☐ Giampaolo and Luciano are cousins.

☐ Giampaolo and Luciano are best friends.

Question 5

List the differences in Giampaolo's and Luciano's personalities. (4 marks)

Giampaolo	Luciano
• _____ • _____	• _____ • _____

Question 6

In what way are Luisa and Robertina related? (1 mark)

_____

Question 7

Based on the information in the profile for Luisa and Robertina, tick which statements below are true and which are false. (4 marks)

Statement	True	False
Luisa really likes sport.		
Luisa's dogs' names are Totuccio and Spillo.		
Robertina has red hair.		
Luisa and Robertina both like cats.		

Question 8

Read Simona's profile. According to her interests, choose a person from the profiles on the previous page who would be a suitable friend for Simona. Explain your choice in English. (4 marks)

A suitable friend for Simona is … _____

Because …

_____

_____

_____

_____

> Ciao mi chiamo Simona, ho quindici anni. Ho gli occhi azzurri e i capelli biondi.
>
> Sono una tipa molto attiva e mi piace molto fare sport. Mi piacciono tutti i tipi di sport ma in particolare mi piace la pallavolo.
>
> Mi piace leggere e adoro gli animali. Il mio animale preferito è il gatto.

Part B: *Descrizione – La giornata mondiale dell'amicizia!* **24 marks**

You are participating in a radio competition for the *International Day of Friendship – La giornata mondiale dell'amicizia.* Complete the competition entry form with information about your best friend. You may choose to write about a fictitious best friend. In your description of your friend, include:

- a physical description (type of hair, eye colour, height) (3 marks)
- a description of their personality (include three adjectives) (3 marks)
- the three sports and/or activities in which they like to participate (3 marks)
- two other pieces of relevant information. (2 marks)

Write a profile/description of approximately 70 words in Italian.

You have 60 minutes to complete Part B and you may use an Italian/English – English/Italian dictionary to complete the task.

Radio 5: *Concorso – La giornata mondiale dell'amicizia!*	
Descrivi il tuo migliore amico/la tua migliore amica e vinci!	
Le tue informazioni	(1 mark)
Nome	
Età	
Email	
Il tuo amico/la tua amico	(2 marks)
Nome	
Età	
Compleanno	
Descrizione	(11 marks)
Descrivi **il tuo amico** **la tua amica**	

Part C: *Intervista – La giornata mondiale dell'amicizia!*   **18 marks**

As part of the radio competition for *La giornata mondiale dell'amicizia*, you will be interviewed about the best friend you described in Part B using the questions below. Prepare your answers and practise responding with a partner separately from the class. You have 20 minutes to prepare and 10 minutes to practise.

You will not be asked all the questions and they may not be asked in the same order as shown below.

You will be interviewed by the Radio Italia announcer (a teacher/language assistant). The interview will take approximately 3 minutes and it will be recorded.

1.	*Tu, come ti chiami?*	
2.	*Quanti anni hai?*	
3.	*Come si chiama il tuo migliore amico?* *Come si chiama la tua migliore amica?*	
4.	*Quanti anni ha?*	
5.	*Quand'è il suo compleanno?*	
6.	*Descrivi il tuo amico/la tua amica?*	
7.	*Che tipo di persona è?*	
8.	*Quali sport fa/pratica?* *Quali attività fa?*	
9.	*Qual è il suo animale/colore/sport preferito?*	
10.	*Descrivi un aspetto divertente o speciale di lui/lei?*	

Sample marking key

Part A: *Profili – Amici diversi*

Description	Marks
Question 1	
14 (years old)	1
Question 2	
Soccer cards/figurines	1
Question 3	
7	1
October	1
Question 4	
Giampaolo and Luciano are twins	1
Question 5	
Giampaolo • Lively (1) • Rowdy (1)	1–2
Luciano • Reserved (1) • Shy (1)	1–2
Question 6	
Cousins	1
Question 7	
Luisa really likes sport. **TRUE** Luisa's dogs' names are Totuccio and Spillo. **FALSE** Robertina has red hair. **FALSE** Luisa and Robertina both like cats. **TRUE**	1–4
Question 8	
Luisa	1
Reasons must include any **three** of the following: • she is active/sporty • she likes sports • she likes volleyball • she likes cats.	1–3
Part A total	**18**

Sample marking key

Part B: *Descrizione – La giornata mondiale dell'amicizia!*

Description	Marks
Content	
Completes the form with required information about: • themselves – name, age and email address (1) • their friend – name and age (1) • their friend's birthday in Italian (1).	1–3
Writes a detailed description of a best friend that addresses the following points: • physical description (colour/type of hair (1), eye colour (1), height (1))	1–3
• a description of their personality (using 3 adjectives)	1–3
• 3 sports/activities in which they like to participate	1–3
two other relevant pieces of information.	1–2
Subtotal	**14**
Grammatical elements and accuracy	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar accurately and consistently including gender and agreement rules, the present tense of regular and some high-frequency irregular verbs. Makes few errors.	4
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts at using the present tense, compound sentences and negative statements are sometimes unsuccessful, though the intended meaning is clear.	2
Uses a limited range of structures and grammatical elements. Errors are numerous and meaning sometimes unclear.	1
Subtotal	**4**
Vocabulary and accuracy	
Uses a variety of context-related vocabulary and expressions appropriately, including some that are less-rehearsed. Applies rules of spelling and punctuation consistently and with a high level of accuracy.	4
Uses a variety of context-related vocabulary and expressions appropriately. Spelling and punctuation is mostly consistent and correct.	3
Uses a variety of familiar and relevant context-related vocabulary and expressions. Makes some spelling and punctuation errors, though the intended meaning is clear.	2
Uses repetitive, basic vocabulary and expressions. Applies rules of spelling and punctuation with limited accuracy.	1
Subtotal	**4**
Sequencing	
Sequences information coherently.	2
Shows limited sequencing of information. Relies on listing.	1
Subtotal	**2**
Part B total	**24**

Sample marking key

Part C: *Intervista – La giornata mondiale dell'amicizia!*

Description	Marks
Comprehension	
Comprehends all or most questions with minimal support/clarification.	3
Comprehends most questions, may require some support/clarification.	2
Requires support.	1
Subtotal	**3**
Response	
Responds with relevant and detailed information.	5
Responds with relevant information and descriptions are somewhat detailed.	4
Responds with relevant information and descriptions are simple.	3
Responds with some relevant information.	2
Responds with single words and includes limited information.	1
Subtotal	**5**
Grammatical elements and accuracy	
Uses simple sentences and makes mostly successful attempts at compound sentences. Applies rules of grammar mostly accurately and consistently. Makes some errors.	3
Uses structures that satisfy the requirements of the task. Attempts at using the present tense, compound sentences and negative statements are sometimes unsuccessful, though the intended meaning is clear.	2
Uses a limited range of structures and grammatical elements. Errors are numerous and meaning sometimes unclear.	1
Subtotal	**3**
Vocabulary and accuracy	
Uses a variety of context-related vocabulary and expressions accurately.	4
Uses a variety of familiar context-related vocabulary and expressions mostly accurately	3
Uses repetitive, familiar vocabulary and expressions mostly accurately.	2
Uses repetitive, basic vocabulary and expressions, with errors	1
Subtotal	**4**
Pronunciation	
Uses clear and accurate pronunciation.	3
Shows some inconsistency in pronunciation but meaning is clear.	2
Use of inaccurate pronunciation impedes comprehension at times.	1
Subtotal	**3**
Part C total	**18**
Total	**60**