Sample Assessment Task

Hindi: Second Language
Year 1 (Pre-primary–Year 10 Sequence)

यह मैं हूँ (This is me)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Sample assessment task

Hindi: Second Language – Year 1

Title of task	यह मैं हूँ (This is me)
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to sharing information about their name and age, where they live and what they like.
	In **Part A**, they demonstrate their skills in comprehending Hindi by matching images to spoken text.
	In **Part B**, they demonstrate their skills in speaking Hindi by exchanging greetings and information about themselves in a short interview with the teacher.
Type of assessment	Summative
Purpose of assessment	This task aims to determine students' learning at the time of the assessment. It establishes their ability to comprehend short spoken texts related to personal information, such as their name, age and where they live. It also establishes their ability to speak in Hindi by exchanging information with their teacher in an interview.
Assessment strategy	Short response – listen for information in spoken text
	Oral performance – participate in an interview
Evidence to be collected	Completed task sheet
	Audiovisual recording of interview
Suggested time	Part A – 10 minutes
	Part B – 3 minutes

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to share information about themselves, their age and where they live, and to talk about their favourite things

Participate in guided collaborative tasks, using simple modelled language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning

Respond to teacher talk and instruction

Understanding

Understand how vowels are pronounced without obstructing the flow of air from the mouth, while consonants are pronounced by obstructing different parts of the mouth

Recognise and reproduce the sound of the 13 vowels and the 36 consonants of Hindi

Build phonic awareness, focusing on difficult sounds; for example ख,घ,त,थ,द,ध भ,ढ,ण,ञ, and learn

to pronounce them accurately, and to understand that v and w are both pronounced as व

Recognise that Hindi is written horizontally from left to right using the *Devanagari* script, letters are joined by a line on top to form a word, and like in English, there are spaces between words

Begin to write the letters of Hindi and join two letters with the line on top to form simple words; for example, चल; घर; टब

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

- identifying people using singular and plural subject pronouns; for example, तुम्हारा; आपका; हमारा; उनका

- extending the understanding of gender to objects; for example, बड़ा सेब; बड़ी गाजर; पतली सूईं; मोटा धागा

- recognising and using simple adjectives to describe things; for example, ठंडा पानी; सुंदर फूल; ऊंचा पेड़; छोटी चिड़िया

- beginning to use simple sentence structure; for example, यह मेरा बस्ता है।

- expressing negation by using words, such as ना; नहीं; मत

- showing understanding of location and position; for example, यहां आओ; वहाँ रखो; इधर देखो; दायें; बाएं

- beginning to locate events in time by using the months of the year and the seasons; for example, जनवरी, फ़रवरी, सर्दी गर्मी

- developing number knowledge for 11 to 20

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, such as पसंद; कौनसा; कितने

- grammatical structures including: greetings and titles for addressing people, such as सुप्रभात, नमस्ते गुरुजी; seeking and providing personal information, such as आपका नाम क्या है? मेरा नाम वीना है।; आप कैसे हो? मैं ठीक हूँ।

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 is to be completed by students working individually.

The interview in Part B will take place between the teacher and the student.

Resources

- Task sheet
- Transcript of spoken text
- Recording device

Instructions for teacher

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

- taught context-related vocabulary, such as पसंद; कौनसा; कितने

- taught elements of grammar, including

  - greetings and titles for addressing people, such as नमस्ते मिसिज़ पाल

  - vocabulary items for asking and giving personal information, such as मैं १ कक्षा में हूँ।

- exposed to the conventions of an interview and provided with opportunities to practise them with teacher and peers.

Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- interviewing each other in groups of three. One student plays the role of an interviewer and asks questions, the second student answers the questions, and the third student records the interview. Together they watch the recording and discuss how to improve their performance. Each student takes a turn playing each role

- playing Bingo with cards that contain pictures of well-known story characters. The teacher can read aloud the description of the character in Hindi, such as मैं अपनी नानी से मिलने जा रही हूँ। (Red Riding Hood); मैं और मेरे दोनों भाई अपने घर बनाएंगे। (Three Little Pigs). Students guess the name of the character based on the description

- playing Guess Who. Students take turns standing in front of the class, having chosen an identity. The other students ask questions, such as क्या तुम जानवर हो? क्या तुम पानी में रहते हो? The students have three chances to guess the identity of the student standing before them.

Task

Part A: यह कौन है?

Students listen to five questions read by the teacher and circle the image that represents what they have heard. Each question will be read twice.

Task administration script

Teacher reads aloud:

Look at your Task sheet. I will say a number and then a question in Hindi. Listen carefully and circle the matching picture. I will read each question twice.

Question 1: क्या तुम मेरे साथ खेलोगे? (Repeat question.)

Question 2: तुम कहाँ रहते हो? (Repeat question.)

Question 3: क्या तुम पाँच साल के हो? (Repeat question.)

Question 4: क्या तुम्हें बिल्लियाँ पसंद हैं? (Repeat question.)

Question 5: तुम्हें कौनसा रंग अच्छा लगता है? (Repeat question.)

Part B: आप कौन हैं?

Students take part in an interview with the teacher, who will ask three questions.

Task administration script

Teacher reads aloud:

I will now greet you and ask you some questions in Hindi. Please answer the questions in Hindi, using complete sentences.

Teacher: नमस्ते/ सुप्रभात।

(Student responds with a greeting.)

Teacher: तुम्हारा नाम क्या है?

(Student responds with their name.)

Teacher: तुम कैसे हो?/ तुम्हारा क्या

हाल है?

(Student responds with how they are feeling.)

Teacher: तुम कहाँ रहते हो?

(Student responds with where they live.)

Teacher: तुम कौनसे स्कूल में पढ़ते

हो?

(Student responds with the name of the school.)

Teacher: क्या तुम्हें जानवर पसंद हैं?

(Student responds with whether or not they like animals.)

Teacher: तुम्हें कौनसा रंग पसंद है?

(Student responds with their favourite colour.)

Teacher: धन्यवाद/नमस्ते।

(Student responds with an appropriate phrase of leave-taking.)

Instructions to students

यह मैं हूँ

Part A: यह कौन है?

Look at the pictures and listen to the teacher.

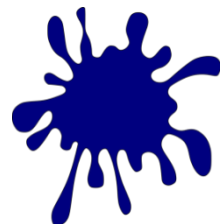Draw a circle around the picture that matches the question.

1.

2.

3.

4.

5.

Sample marking key

Part A: यह कौन है?

Questions 1–5

Description		Marks
1.		1
2.		1
3.		1
4.		1
5.		1
Part A total		**/5**

Part B: तुम कौन हो?

Description	Marks
Greeting	
Responds to the greeting from the teacher with a suitable greeting; for example, नमस्ते/सुप्रभात मिसिज़ मित्तल।	2
Requires repetition of the greeting and/or prompting to respond to the greeting.	1
Subtotal	**/2**
Question 1	
Gives their name in a full sentence; for example, मेरा नाम आनंद गुप्ता है।/मैं आनंद गुप्ता हूँ।	2
Gives their name only; for example, आनंद **or** आनंद गुप्ता	1
Subtotal	**/2**
Question 2	
Responds with an accurate phrase about how they are feeling; for example, मैं ठीक हूँ।/मै बिल्कुल ठीक हूँ।	2
Responds with a word about how they are feeling. May require prompting to respond.	1
Subtotal	**/2**
Question 3	
Responds with an accurate phrase about where they live, using a full sentence; for example, मैं पर्थ में रहता/रहती हूँ।	2
Responds by naming where they live; for example, पर्थ. May require prompting to respond.	1
Subtotal	**/2**
Question 4	
Responds with an accurate phrase stating the name of their school; for example, मेरा स्कूल _____है।/मेरे स्कूल का नाम_____है।	2
Responds with the name of the school; for example, पर्थ प्राइमरी स्कूल। May require prompting to respond.	1
Subtotal	**/2**
Question 5	
Responds with an accurate sentence saying whether or not they like animals; for example, हाँ मुझे जानवर/ कुत्ते/ बिल्लियाँ पसंद हैं/अच्छे लगते हैं।	2
Responds with हाँ/जी हाँ or names an animal; for example, बिल्लियाँ. May require prompting to respond.	1
Subtotal	**/2**

Description	Marks
Question 6	
Responds with an accurate sentence naming their favourite colour; for example, मुझे हरा रंग पसंद है।	2
Responds by naming one or more colours; for example, लाल. May require prompting to respond.	1
Subtotal	**/2**
Leave-taking	
Says धन्यवाद and a suitable phrase of leave-taking, without being prompted.	2
Requires prompting and/or repetition of a phrase of leave-taking by the teacher before responding with a suitable phrase of leave-taking.	1
Subtotal	**/2**
Pronunciation	
Pronounces all or most words accurately.	2
Pronounces some words accurately.	1
Subtotal	**/2**
Part B total	**/18**
Total	**/23**

Acknowledgements