



Sample assessment task	
Year level	2
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Et toi, qu'est-ce que tu manges ?</i> (How about you? What do you eat?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to events in the day, and in particular what is eaten.</p> <p>In Part A they also demonstrate their skills in comprehending spoken and written texts, to respond to the imaginative text <i>La chenille qui fait des trous</i>.</p> <p>In Part B they demonstrate their skills in writing their own version of the story, stating what they consume in the week.</p> <p>In Part C they demonstrate their skills in speaking by retelling their imaginative story to the class, and answering questions posed by the teacher.</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 texts, and convey information in their spoken and written responses. It also establishes information on their ability to create stories and perform imaginative scenarios, through scaffolded writing activities and an oral presentation, using familiar words and modelled language.
Assessment strategy	Short response – listen for information in spoken text Short response – read for information in written text Extended response – write an imaginative story Oral presentation – present their own story and respond to questions
Evidence to be collected	Completed task sheets Imaginative story Audio visual recording of presentation
Suggested time	Part A – 10 minutes Part B – 20 minutes Part C – 3 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as talking about events in the day and over the year</p> <p>Participate in listening to, viewing and reading a range of imaginative texts and responding through action, performance, shared reading and collaborative retelling</p> <p>Create stories and perform imaginative scenarios, through role play, mime, drawing,</p>

	<p>oral discussion or scaffolded writing activities, using familiar words and modelled language</p> <p>Understanding</p> <p>Recognise and begin to write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • understanding the French subject-verb-object structure for example, <i>Ma famille est grande; Il a deux amies</i> and the different patterns of adjective-noun order with some common adjectives coming before and some coming after the noun, for example, <i>le grand chien; la jolie fille; le papillon rose</i> • noticing definite and indefinite articles in singular or plural forms, for example, <i>la fille, le concert, les croissants; un chapeau; une chaise; des amis</i>, including the <i>l'</i> form for nouns beginning with a vowel or letter <i>h</i>, for example, <i>l'hiver, l'école</i> • developing number knowledge for ordinal numbers, for example, <i>premier, deuxième</i> • developing language related to time (hour), months of year and days of week, for example, <i>Il est dix heures; Mardi je vais à l'école; C'est le vingt mars</i> • using singular forms of common verbs in the present tense, for example, <i>Je suis chinois; Tu as trois frères; Il aime le football; Papa est grand</i>, and some forms of irregular verbs such as <i>aller, venir</i> and <i>faire</i> <p>Understand that language is organised as 'text', that takes different forms and uses different structures and features to achieve its purpose.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a range of simple imaginative texts • context-related vocabulary • elements of grammar, including: using singular forms of common verbs in the present tense; understanding the French subject-verb-object structure; noticing definite and indefinite articles in singular or plural forms; numbers • the textual conventions of a story.
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>Task is to be completed by students working individually.</p>
Resources	<p>Task sheets</p> <p>Copy of the story book <i>La chenille qui fait des trous</i></p> <p>Poster of useful phrases/phrases displayed on board</p> <p>Recording device</p>

Instructions for teacher

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

- provided with opportunities to listen to, view and read the story book *La chenille qui fait des trous* and other texts related to days of the week and foods
- taught context-related vocabulary, including foods
- taught some first elements of grammar, including:
 - understanding the use of the present tense
 - numbers
 - days of the week
- exposed to the textual conventions of a story, and provided with opportunities to practise them.

Task

Part A: La chenille

Prior to the task, read to the students the story book *La chenille qui fait des trous*, and have them collaboratively retell the story.

Provide students with the task sheet for Part A and ask them to write the number and name of fruit the caterpillar consumed, as well as drawing the number of fruits eaten, to complete each frame.

Tell students that they may choose the words required from the list.

Part B: Et toi, qu'est-ce que tu manges ?

Having listened to and viewed the story of *La chenille qui fait des trous*, students recreate the imaginative text by writing and illustrating their own story.

Students are to sort the jumbled images days of the week and phrases to reveal what they eat each day.

They construct seven sentences from the list of phrases they are given. Each sentence includes the day of the week, the food they eat and how many of these foods they eat.

Provide students with the task sheet, a pair of scissors, a glue stick and a blank piece of paper on which to place the sorted images and sentences.

Students listen as the teacher reads them their story.

Task administration script

READ ALOUD

1. Lundi je mange une pêche. (*Pause for 3 minutes before reading the next sentence*).
2. Mardi je mange deux ananas. (*Pause for 3 minutes before reading the next sentence*).
3. Mercredi je mange trois gâteaux. (*Pause for 3 minutes before reading the next sentence*).
4. Jeudi je mange quatre bananes. (*Pause for 3 minutes before reading the next sentence*).
5. Vendredi je mange cinq glaces. (*Pause for 3 minutes before reading the next sentence*).
6. Samedi je mange six poires. (*Pause for 3 minutes before reading the next sentence*).
7. Dimanche je mange sept oranges. (*Pause for 3 minutes before reading the next sentence*).

Allow the students approximately 25 minutes to complete this part of the task.

Students will then practise reading their story to a classmates before presenting the story to the class.

Part C: Qu'est-ce que tu manges... ?

Students take turns to stand in front of the class and read aloud their story.

Then they are asked four questions related to their story.

The teacher asks them the following questions:


1. *Qu'est-ce que tu manges lundi ?*
2. *Qu'est-ce que tu manges mardi ?*
3. *Qu'est-ce que tu manges jeudi ?*
4. *Qu'est-ce que tu manges dimanche ?*

Instructions to students

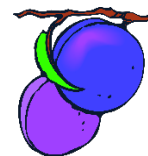
Et toi, qu'est-ce que tu manges ?

Part A: *La chenille qui fait des trous*

We are going to share the story *La chenille qui fait des trous*. After listening and watching, you are to complete each of the frames by writing and drawing what the caterpillar eats each day of the week.

<p>La chenille</p> 	<p>Lundi elle mange</p> <hr/>	<p>Mardi elle mange</p> <hr/>
<p>Mercredi elle mange</p> <hr/>	<p>Jeudi elle mange</p> <hr/>	<p>Vendredi elle mange</p> <hr/>




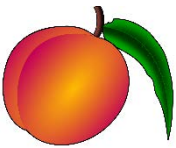

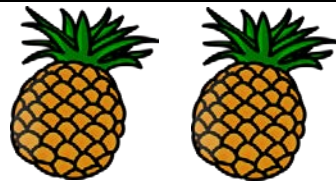
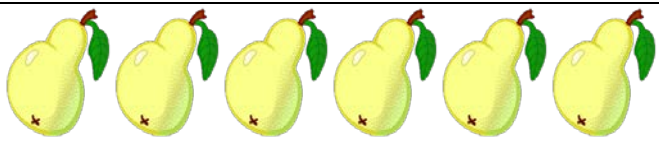
Choose from the words and pictures below to complete the sentences and draw the correct number of fruit into the correct boxes



quatre fraises trois prunes une pomme cinq oranges deux poires

Part B: Et toi, qu'est-ce que tu manges ?

You have listened to the story about *la chenille* now listen while the teacher starts a story about you. The phrases and pictures below tell you what you eat during the week but they seem to be all jumbled. See if you can work out what you eat during the week by cutting out ✂ the sentences and pictures and reorganising them.

C'est moi!		
L _____	je mange une pêche.	
M _____	je mange cinq glaces.	
M _____	je mange sept oranges.	
J _____	je mange deux ananas.	
V _____	je mange six poires.	
Samedi	je mange quatre bananes.	
Dimanche	je mange trois gâteaux.	

Part C: Qu'est-ce que tu manges... ?

Practise reading your story and when you are ready the teacher will ask you to read it out aloud.

Speak clearly.

The teacher will also ask you some questions about what you have written.

Listen carefully to the teacher's questions.

Image acknowledgements

Part A:

Image: Sanja. (2013). Simple red apple. Retrieved March, 2016, from <https://openclipart.org/detail/183893/simple-red-apple>

In the public domain.

Image: Gnokii. (2011). Orange slice. Retrieved March, 2016, from <https://openclipart.org/detail/130999/orange-slice>

In the public domain.

Image: Casino. (2014). Strawberry. Retrieved March, 2016, from <https://openclipart.org/detail/190678/strawberry>

In the public domain.

Image: Frankes. (2015). Pear - coloured. Retrieved March, 2016, from <https://openclipart.org/detail/214467/pear-coloured>

In the public domain.

Image: CikerFreeVectorImages. (2012). [Smiling caterpillar]. Retrieved March, 2016, from <https://pixabay.com/en/worm-green-caterpillar-head-32218/>

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Image: Francesco_rollandin. (2010). Architetto - la prugna. Retrieved March, 2016, from <https://openclipart.org/detail/30877/architetto-la-prugna>

In the public domain.

Part B:

Image: Nicubunu. (2008). Pineapple. Retrieved March, 2016, from <https://openclipart.org/detail/12995/pineapple>

In the public domain.

Image: Gerald_G. (2007). Fast food, desserts, ice cream cones, soft serve. Retrieved April, 2016, from <https://openclipart.org/detail/8332/fast-food-desserts-ice-cream-cones-soft-serve>

In the public domain.

Image: Nicubunu. (2008). Banana. Retrieved April, 2016, from <https://openclipart.org/detail/12985/banana>

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Image: Vectorsme. (2013). Birthday cake. Retrieved March, 2016, from <https://openclipart.org/detail/181485/birthday-cake>

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Image: Coredump. (2009). Peach. Retrieved April, 2016, from <https://openclipart.org/detail/27364/peach>

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Sample marking key

Part A: La chenille qui fait des trous

Description	Marks
Table	
lundi – une pomme	[1] + [1]
mardi – deux poires	[1] + [1]
mercredi – trois prunes	[1] + [1]
jeudi – quatre fraises	[1] + [1]
Vendredi – cinq oranges	[1] + [1]
Subtotal	10
Part A total	10

Part B: Et toi, qu'est-ce que tu manges ?

Description	Marks
Table	
Lundi + je mange une pêche + image of a peach.	[1] + [1] + [1]
Mardi + je mange deux ananas + image of two pineapples.	[1] + [1] + [1]
Mercredi + je mange trois bananes + image of three cakes.	[1] + [1] + [1]
Jeudi je mange quatre gâteaux + image of four bananas.	[1] + [1] + [1]
Vendredi + je mange cinq glaces + image of five icecream cones.	[1] + [1] + [1]
Samedi + je mange six poires + image of six pears.	[1] + [1]
Dimanche + je mange sept oranges+ image of seven oranges.	[1] + [1]
Part B total	19

Part C: Qu'est-ce que tu manges... ?

Description	Marks
Content	
Information is presented with confidence. Questions are answered correctly.	3
A satisfactory amount of information is conveyed. Questions are answered mostly correctly.	2
Little relevant information is communicated.	1
Subtotal	3
Grammar and vocabulary	
A good range of vocabulary and grammatical elements are used mostly accurately.	3
Sufficient range of vocabulary is used to communicate information. Errors in grammatical structures are present but responses are more accurate than inaccurate and meaning is clear.	2
Limited range of vocabulary and one word responses often given. Occasional short phrases are offered but meaning is not always clear.	1
Subtotal	3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Some inconsistency with pronunciation and intonation but meaning is clear.	2
Inaccurate pronunciation impedes comprehension at times.	1
Subtotal	3
Part C total	9
Total	38