



Sample assessment task	
Year level	2
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Mein Tagesablauf</i> (My daily routine)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to telling the time and daily routine activities.</p> <p>In Part A students also demonstrate their skills in comprehending written text in German by matching time phrases with daily routine activities and images.</p> <p>In Part B students demonstrate their skills in writing five sentences to describe their daily routine.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of assessment. It establishes information on the students' ability to comprehend spoken German and convey factual information about what they heard. It also establishes information on their ability to write in German using simple descriptive modelled language.
Assessment strategy	<p>Short response – read for information in a written text</p> <p>Short response – write modelled sentences</p>
Evidence to be collected	Completed task sheet
Suggested time	<p>Part A – 25 minutes</p> <p>Part B – 20 minutes</p>
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 asking each other how they are, offering wishes and talking about events in the day and over the year</p> <p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p> <p>Convey factual information about personal worlds using familiar words and phrases, simple statements and modelled language</p> <p>Understanding</p> <p>Begin to apply punctuation rules in German such as capital letters, full stops and question marks</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 location or origin of a person or object, such as <i>hier</i>, <i>links</i> and <i>rechts</i> and prepositions such as <i>auf</i>, <i>aus</i>, <i>hinter</i>, <i>in</i>, <i>neben</i> and <i>unter</i> • gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0–50 and <i>mehr</i>, <i>weniger</i>, <i>viel/e</i>, <i>nichts</i> and <i>kein/e</i> • gaining awareness of vocabulary referring to time such as days, months, time of day and o'clock time, for example, <i>Morgen</i>; <i>Nachmittag</i>; <i>Mittag</i>; <i>Es ist drei Uhr</i>

	<ul style="list-style-type: none"> using simple modelled questions and statements, such as <i>Das is mein Bleistift; Ich habe einen Bruder.</i>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> a variety of texts related to daily routine at home and at school context-related vocabulary grammatical structures, including: gaining awareness of vocabulary referring to time such as days, months, time of day and o'clock time, for example, <i>Morgen, Nachmittag, Mittag, Es ist drei Uhr.</i>
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	Task is to be completed by students working individually.
Resources	Task sheet

Instructions for teacher

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

- taught context-related vocabulary, including telling the time and daily routine verbs
- taught grammatical structures, including:
 - days of the week
 - o'clock time, *for example, Es ist 7 Uhr; Ich esse Frühstück*
- exposed to the textual conventions of a short response, and provided with opportunities to practise them.

Task

Part A: Mein Tagesablauf

Students listen carefully to the teacher's instructions on how to complete Part A. They then cut out the images and phrases and paste them to match up each time phrase with its corresponding activity and image.

Advise them that the time phrases are in order of when they occur in the day.

It is worthwhile providing students with a sheet of paper or a grid on which to paste their images and phrases.

Task administration script

READ ALOUD

Look carefully at your task sheet. First you need to match each of the time phrases with their activity. Then you need to match the activity with its picture. The example shows you what you need to do. Let's look at the example together.

Part B: Mein Tagesablauf

In Part B, students write five sentences about their daily routine.

Task administration script

READ ALOUD

Look carefully at your task sheet. Write five full sentences in German about what you usually do in your day. Include the time of day that you do those activities.


Instructions to students

Mein Tagesablauf








Part A: Mein Tagesablauf

Match the images of the daily activities with the appropriate sentence and time phrase.

Look at the example with the teacher.

<p>Example: Es ist 6 Uhr.</p>		<p>Guten Morgen! Ich stehe auf.</p>
--	---	-------------------------------------

Cut ✂ out the parts and glue them on to a new sheet.

<p>Es ist 7 Uhr.</p>		<p>Ich esse Frühstück.</p>
<p>Es ist 8 Uhr.</p>		<p>Ich gehe zur Schule.</p>
<p>Es ist Mittag.</p>		<p>Ich esse Abendessen.</p>
<p>Es ist 15 Uhr.</p>		<p>Ich lerne.</p>
<p>Es ist Nachmittag.</p>		<p>Gute Nacht! Ich gehe ins Bett.</p>
<p>Es ist 18 Uhr.</p>		<p>Ich gehe nach Haus. Ich spiele mit Freunden.</p>
<p>Es ist 20 Uhr.</p>		<p>Ich esse mein Mittagessen.</p>

Part B: Mein Tagesablauf

What do you do every day? Write five full sentences in German about your daily routine.

Include the time of day that you do those activities.

1.

.....

.....

2.

.....

.....

3.

.....

.....

4.

.....

.....








5.

.....

.....

Sample marking key

Part A: Mein Tagesablauf

Description			Marks
Match the times with the activity and the corresponding image			
1. <i>Es ist 7 Uhr.</i> [1]	<i>Ich esse Frühstück.</i> [1]	and Picture [1] 	3
2. <i>Es ist 8 Uhr.</i> [1]	<i>Ich gehe zur Schule.</i> [1]	and Picture [1] 	3
3. <i>Es ist Mittag.</i> [1]	<i>Ich esse mein Mittagessen.</i> [1]	and Picture [1] 	3
4. <i>Es ist Nachmittag.</i> [1]	<i>Ich lerne.</i> [1]	and Picture [1] 	3
*Activities 4 and 5 may be alternated.			
5. <i>Es ist 15 Uhr.</i> [1]	<i>Ich gehe nach Hause und spiele mit Freunden.</i> [1]	and Picture [1] 	3
6. <i>Es ist 18 Uhr.</i> [1]	<i>Ich esse Abendessen.</i> [1]	and Picture [1] 	3
7. <i>Es ist 20 Uhr.</i> [1]	<i>Gute Nacht! Ich gehe ins Bett.</i> [1]	and Picture [1] 	3
Matches all of the time phrases appropriately with the corresponding activity and image. [2]			2-1
Matches some of the time phrases appropriately with the corresponding activity and image. [1]			
Subtotal			23
Part A total			23

Part B: Mein Tagesablauf	
Description	Marks
Sentence 1	
Time of the day [1] + activity [1]	2
Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Sentence 2	
Time of the day [1] + activity [1]	2
Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Sentence 3	
Time of the day [1] + activity [1]	2
Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Sentence 4	
Time of the day [1] + activity [1]	2
Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Sentence 5	
Time of the day [1] + activity [1]	2
Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [1]	0–2
Subtotal	4
Part B total	20
Total	43

Image acknowledgements

Part A:

Image: Japan Foundation, Sydney. (n.d.). Verbs and adjectives picture cards: List (Verbs: [waking up]). Retrieved February, 2016, from http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html

Image: Japan Foundation, Sydney. (n.d.). Verbs and adjectives picture cards: List (Verbs: [going to school]). Retrieved February, 2016, from http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html

Image: Japan Foundation, Sydney. (n.d.). Verbs and adjectives picture cards: List (Verbs: [chatting]). Retrieved March, 2016, from http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html

Image: Glitch. (2013). Food potians feast. Retrieved March, 2016, from <https://openclipart.org/detail/209654/food-potians-feast>
In the public domain.

Image: Japan Foundation, Sydney. (n.d.). Verbs and adjectives picture cards: List (Verbs: [reading]). Retrieved February, 2016, from http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html

Image: Japan Foundation, Sydney. (n.d.). Verbs and adjectives picture cards: List (Verbs: [sleeping]). Retrieved February, 2016, from http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html

Image: ClkerFreeVectorImages. (2014). [Club sandwich]. Retrieved March, 2016, from <https://pixabay.com/en/sandwich-bread-food-tomato-fresh-311262/>
In the public domain.

Image: Japan Foundation, Sydney. (n.d.). Verbs and adjectives picture cards: List (Verbs: [going home]). Retrieved March, 2016, from http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html

Image: Johnny_automatic. (2007). Cereal box and milk. Retrieved March, 2016, from <https://openclipart.org/detail/8204/cereal-box-and-milk>
In the public domain.