Sample assessment task

Year level	1
Learning area	Languages
Subject	Italian: Second Language
Title of task	*Gli oggetti nell'astuccio* (Items in the pencil case)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their favourite things in the classroom. In Part A and Part B they also demonstrate their skills in comprehending spoken text and respond by circling the correct item heard and colouring it in the correct colour. In Part C they demonstrate their skills in speaking Italian by naming stationery items as they place them in a pencil case.
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 text and respond by locating and conveying or demonstrating the information in writing or in actions. It also establishes information on their ability to speak in Italian exchanging information on pencil case items.
Assessment type	Short response – listen for information in spoken text Oral performance – participate in an oral activity
Evidence to be collected	Completed task sheet Audio visual recording of interview
Suggested time	Part A – 15 minutes Part B – 15 minutes Part C – 1 minute

Content description

Content from the Western Australian Curriculum	**Communicating** Interact with the teacher and peers, using simple modelled language and gestures to share information about themselves, their age, where they live and to talk about their favourite things Respond to teacher talk and instruction 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 Share with others simple Italian expressions, sounds and gestures, name familiar objects and use Italian and/or English to conduct simple conversations **Understanding** Recognise and reproduce the sounds and intonation patterns of the Italian language noticing similarities and differences with English Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including: • noticing definite and indefinite articles with nouns, for example, *la matita*, *il libro*, *il quaderno*; *una maestra*, *uno studente*; *i ragazzi*, *le ragazze* • noticing that Italian words end mostly with vowels to mark gender and number, for example, *fratello*, *sorella*, *libro*, *libri*

	• observing that some words which do not end with a vowel are the same in English, for example, *computer*, *robot*, *yogurt*, *sport*.
Task preparation	
Prior learning	Students have prior knowledge of and exposure to: • context-related vocabulary, including stationery items and colours • some first elements of grammar, including: noticing definite and indefinite articles with nouns; noticing that Italian words end mostly with vowels to mark gender and number; observing that some words which do not end with a vowel are the same in English • the textual conventions of an interview.
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	Task is to be completed by students working individually.
Resources	Task sheets Pencil-case items and a tray Transcript of spoken text Recording device

Instructions for teacher

Prior to administering the task, the students will need to be:
- taught context-related vocabulary including classroom objects and colours
- taught some first elements of grammar, including:
  - noticing definite and indefinite articles with nouns
  - noticing that Italian words end mostly with vowels to mark gender and number
  - observing that some words which do not end with a vowel are the same in English.

Task

Part A: Gli oggetti

Students listen to the teacher read out the names of a set of stationery items. They circle the item that matches what they have heard.

Task administration script

Provide students with the task sheet.

Read the following statements to students, repeating each one twice.

READ ALOUD

La matita.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

Le forbici.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

La gomma.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

La riga.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

Il temperamatite.

Repeat the statement.
Pause to allow for student response.

Part B: Colorate

Students listen to the teacher read five statements. Students colour in the images according to the colour they hear.

Task administration script

READ ALOUD

Il temperamatite rosso.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

Le forbici viola.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

La gomma rosa.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

La riga gialla.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

Il quaderno verde.

Repeat the statement.
Pause to allow for student response.

Part C: Nell'astuccio

Prepare a tray of items found in a student's pencil case. Include a pencil case.

Individual students are asked to name and place as many items in the pencil case as they can in one minute.

READ ALOUD

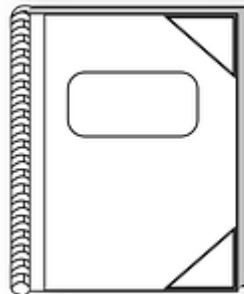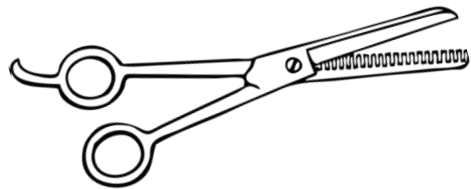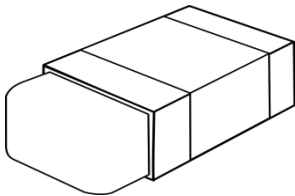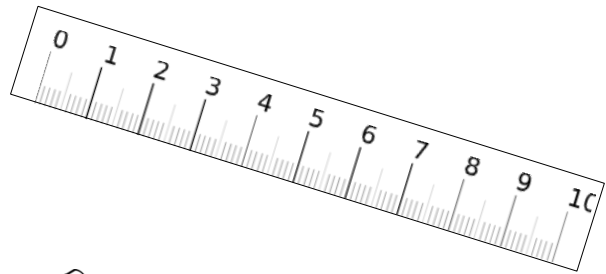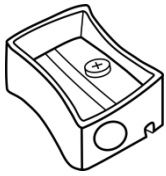| |
|---|
| Please look at the tray in front of you.
The tray has items from a pencil case in it.
I am going to put the timer on for one minute.
I would like you to name in Italian each item as you put it in the pencil case. |

Instructions to students

Gli oggetti nell'astuccio

Part A: Gli oggetti

Look at the pictures.

Listen carefully to the teacher

Draw a (circle) around the correct picture.

Part B: Colorate

Listen carefully to the teacher.

Colour the stationery item in the colour that the teacher says.

Part C: Nell'astuccio

Listen carefully to the teacher.

When the teacher gives you the signal to start you will need to put as many items as you can in the pencil case.

As you put the items in tell the teacher the name of the item.

Description	Marks
Sample marking key	
Description	**Marks**
Part A: Gli oggetti	
Circles the pencil.	1
Circles the pair of scissors.	1
Circles the eraser.	1
Circles the ruler.	1
Circles the pencil sharpener.	1
Subtotal	**5**
Part A total	**5**
Description	**Marks**
Part B: Colorate	
Colours the pencil sharpener red.	1
Colours the pair of scissors purple.	1
Colours the eraser pink.	1
Colours the ruler yellow.	1
Colours the exercise book green.	1
Subtotal	**5**
Part B total	**5**
Description	**Marks**
Part C: Nell'astuccio – naming pencil case items	
Names and places up to eight of the following items in the pencil case: la matita [1], le forbici [1], la gomma [1], la colla [1], la riga [1], Il temperamatite [1], La penna [1], Il pastello [1]	0-8
Subtotal	**8**
Part C: Definite article use	
Includes the correct definite article with 7-8 of the items named.	3
Includes the correct definite article with 4-6 of the items named.	2
Includes the correct definite article with 1-3 of the items named.	1
Subtotal	**3**
Part C: Pronunciation	
Pronunciation is mostly correct.	2
Pronunciation is adequate.	1
Subtotal	**2**
Part C total	**13**
Total	**23**