## Sample assessment task

| Year level | 6 |
|---|---|
| Learning area | Languages |
| Subject | Italian: Second Language |
| Title of task | *Usciamo insieme?* (Shall we go out?) |

## Task details

| Description of task | Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time. They also demonstrate their skills in speaking Italian by negotiating arrangements for an outing in the first week of the school holidays. |
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| 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 exchange information, negotiate and solve a problem so as to secure an invitation for a shared experience. |
| Assessment strategy | Oral performance – participate in a role play |
| Evidence to be collected | Audio visual recording of the role play |
| Suggested time | 10 minutes (includes 5 minutes upon receiving their stimulus card for students to prepare for the role play) |

## Content description

| Content from the Western Australian Curriculum | **Communicating** <br><br> Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time <br><br> Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places <br><br> Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event <br><br> **Understanding** <br><br> Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including: <br><br> • formulating questions and requests, for example, *Cosa fai il weekend?*; *Dove andiamo stasera?* <br> • recognising the position of adverbs in sentences, for example, *Non vado mai in città/al cinema* <br> • using plural subject pronouns *noi*, *voi* and *loro* <br> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using *avere*, *essere*, *stare*, *giocare*, *dormire*, *fare*, *leggere*, *scrivere*, *andare* in sentences such as *Ti piace giocare a carte o preferisci giocare a pallone?*; *Domani sera andiamo al ristorante per la cena* |
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## Content description

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| | • using the perfect tense of common verbs such as *essere + andare*, *avere + vedere* and *giocare* to relate experiences, for example, *Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza*<br><br>Understand how Italian texts use language in ways that create different effects and suit different audiences. |

## Task preparation

| | |
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| **Prior learning** | Students have prior knowledge of and exposure to:<br>• a variety of texts related to free time<br>• context-related vocabulary<br>• grammatical structures including: the present tense of regular and some irregular verbs; adjective-noun agreement; how to express positive and negative preferences; using adverbs to intensify meaning; how to express negation<br>• the textual conventions of a role play. |
| **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.<br><br>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. |

## Assessment task

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| **Assessment conditions** | Task is to be completed by students working individually. |
| **Resources** | Task sheet<br>Transcript of spoken text<br>Three sets of stimulus cards<br>Recording device |

**Instructions for teacher**

Prior to administering the task, the students will need to be:
- provided with a variety of texts related to free time
- exposed to context-related vocabulary
- taught grammatical structures, including:
  - the present tense of regular and some irregular verbs
  - adjective-noun agreement
  - how to express positive and negative preferences
  - using adverbs to intensify meaning
  - how to express negation
- taught the textual conventions of a role play, and provided with opportunities to practise them.

**Task**

Students are to perform a role play with a peer in which they make arrangements to meet and go on an outing during the first week of the school holidays.

Students will be paired up by the teacher and will be provided with a stimulus card containing information to be used in the task. The task will require students to negotiate with their role play partner in order to agree upon an outing which will be suitable to them both.

Each student is allocated either role A or role B and provided with the corresponding stimulus card.

There are three sets of tasks provided. Each pair uses only one set of cards:

| Set | Stimulus card | |
|-----|-----|-----|
| 1 | A | B |
| 2 | A | B |
| 3 | A | B |

Once they are provided with their stimulus cards, students are given 5 minutes to prepare for the task.

Note on use of marking key: A separate marking key has been developed for each set of the stimulus cards provided. Each pair of students is assigned Set 1, Set 2 or Set 3. Each student in the pair is then assigned Student A or Student B.

When awarding marks for the response criterion, teachers should be aware that the five marks allocated are comprised of:

- three marks for conveying information specific to the stimulus card set they are allocated and whether they are Student A or Student B and
- two marks for greetings.

**Task administration script**

READ ALOUD

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Today we will be completing our role play simulation assessment task.

I have put each of you into a pair.

When I call out your name you are to come and take a stimulus card.

I will then give you time to read through the task sheet and stimulus card, and write for yourself some notes.

I will then signal for you when it is time for the task to begin.

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**Stimulus cards sets**

**Set 1** Student A

You are going to greet Student B and invite them to go to the **beach** with you next **Wednesday**.

The time that you would like to go to the beach is **10:00**.

If Student B suggests another day or time check that you are free in your diary.

This is your diary for the week.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Soccer camp all day | Soccer camp all day | Free | Babysitting cousins 8am until 5pm | Free |

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**Set 1** Student B

Student A is going to invite you to go somewhere with them. Listen carefully and check your diary below to see if you are free.

If you are busy on that day politely decline their invitation and suggest another day.

Once you have decided on the day, suggest getting to your destination by **train**.

Ask the person what time you should meet.

This is your diary for the week.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Abseiling camp all day | Abseiling camp all day | Abseiling camp all day | Free | Free |

**Stimulus cards sets**

**Set 2** Student A

You are going to greet Student B and invite them to go to the **city** with you next **Friday**.

The time that you would like to go to the city is **9:30**.

If Student B suggests another day check in your diary if you are free.

This is your diary for the week.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Soccer tournament all day | Free | Volunteering at cat haven | Babysitting cousins 8am until 5pm | Free |

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**Set 2** Student B

Student A is going to invite you to go somewhere with them. Listen carefully and check your diary below to see if you are free.

If you are busy on that day politely decline their invitation and suggest another day.

Once you have decided on the day, suggest getting to your destination by **car**.

Ask the person what time you should meet.

This is your diary for the week.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Paper round all day | Free | Basketball clinic all day | Free | Surfing lessons all day |

**Stimulus cards sets**

**Set 3** Student A

You are going to greet Student B and invite them to go to the **mountains** with you next **Friday**.

The time that you would like to go to the mountains is **9:00**.

If Student B suggests another day check in your diary if you are free.

This is your diary for the week.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| Free | Free | Volunteering at cat haven | Babysitting cousins 8am until 5pm | Family outing to the museum all day |

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**Set 3** Student B

Student A is going to invite you to go somewhere with them. Listen carefully and check your diary below to see if you are free.

If you are busy on that day politely decline their invitation and suggest another day.

Once you have decided on the day, suggest getting to your destination by **bicycle**.

Ask the person what time you should meet.

This is your diary for the week.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| Free | Basketball clinic all day | Basketball clinic all day | Paper round all day | Free |

**Instructions to students**

# Usciamo insieme?

Next week will be the start of the school holidays, and you would like to catch up with a school friend and go out together.

You will perform a role play with a classmate in which you make arrangements about:

- where you will go
- what day you will go
- what time you will go and
- what transport you will use to get there.

You will receive a stimulus card and play the role of either Speaker A or Speaker B.

Use the details provided on the stimulus card to prepare for your part in the role play. You will have five minutes to prepare for the role play.

You may not speak with anyone during this time.

You may take notes on a blank piece of paper during this time, but these notes may not be used during the role play.

Remember to use the appropriate greetings at the beginning and the end of your role play.

| **Language reminders** | | |
|---|---|---|
| **Dove?** (Where?) | **Quando?** (When?) | **Come?** (How?) |
| **Con chi?** (With whom?) | **Perché?** (Why? and Because) | |
| **A che ora?** (What time?) | **Alle…** (At…) | |
| **e** (and) | **ma** (but) | **con** (with)   **anche** (also) |
| **Vuoi** (Would you like) | **Voglio** (I would like) | **Incontriamoci** (Let's meet) |
| **Andare** (To go) | **Andiamo** (Lets go) | **Uscire** (To go out) |
| **Vedere** (To see or to watch) | **Mangiare** (To eat) | **Ballare** (To Dance) |
| **Fare spese** (shopping) | | |

## Sample marking key

### Usciamo insieme? Stimulus card Set 1

| Description | Marks |
|---|:---:|
| Content | |
| Appropriate **greeting** at beginning, for example, *Ciao* or *Buongiorno*. | 1 |
| **Stimulus card Set 1 Student A**<br>Invites speaker B to the **beach**,<br>On **Wednesday**<br>Suggests time **10.00** | 1<br>1<br>1 |
| **Stimulus card Set 1 Student B**<br>Suggests alternative days to Speaker A<br>**Thursday**<br>**Friday**<br>Suggests transport **Train** | <br><br>1<br>1<br>1 |
| Uses appropriate phrase to **take leave,** for example, *Ciao* or *Arrivederci* or *A presto*. | 1 |
| **Subtotal** | **5** |
| Grammar | |
| Uses correct grammatical structures in full sentences. | 3 |
| Uses phrases only to convey information. | 2 |
| Uses words in isolation to convey information. | 1 |
| **Subtotal** | **3** |
| Pronunciation | |
| Uses accurate and clear pronunciation and intonation. | 2 |
| Speech is comprehensible with minor errors in pronunciation. | 1 |
| Pronunciation and intonation are poor making speech incomprehensible. | 0 |
| **Subtotal** | **2** |
| **Stimulus card Set 1 total** | **10** |

## Sample marking key

**Usciamo insieme? Stimulus card Set 2**

| Description | Marks |
|---|---|
| Content | |
| Appropriate **greeting** at beginning, for example, *Ciao* or *Buongiorno*. | 1 |
| **Stimulus card Set 2** <u>Student A</u><br>Invites speaker B to the **city**<br>On **Friday**<br>Suggests time **9 o'clock** | 1<br>1<br>1 |
| **Stimulus card Set 2** <u>Student B</u><br>Suggests alternative day/s<br>**Tuesday**<br>**Thursday**<br>Suggests transport **Car** | 1<br>1<br>1 |
| Uses appropriate phrase to **take leave**, for example, *Ciao* or *Arrivederci* or *A presto*. | 1 |
| **Subtotal** | **5** |
| Grammar | |
| Uses correct grammatical structures in full sentences. | 3 |
| Uses phrases only to convey information. | 2 |
| Uses words in isolation to convey information. | 1 |
| **Subtotal** | **3** |
| Pronunciation | |
| Uses accurate and clear pronunciation and intonation. | 2 |
| Speech is comprehensible with minor errors in pronunciation. | 1 |
| Pronunciation and intonation are poor making speech incomprehensible. | 0 |
| **Subtotal** | **2** |
| **Stimulus card Set 2 total** | **10** |

## Sample marking key

| Usciamo insieme? Stimulus card Set 3 | |
|---|---|
| **Description** | |
| Content | |
| Appropriate **greeting** at beginning, for example, *Ciao* or *Buongiorno*. | 1 |
| **Stimulus card Set 2** <u>Student A</u><br>Invites speaker B to the **mountains**<br>On **Friday**<br>Suggests time **9 o'clock** | 1<br>1<br>1 |
| **Stimulus card Set 3** <u>Student B</u><br>Suggests alternative days to Speaker A<br>**Monday**<br>**Wednesday**<br>Suggests transport **By bicycle** | 1<br>1<br>1 |
| **Stimulus card Set 2** <u>Student A</u><br>Invites speaker B to the **mountains**<br>On **Friday**<br>Suggests time **9 o'clock** | 1<br>1<br>1 |
| Uses appropriate phrase to **take leave**, for example,  *Ciao* or *Arrivederci* or *A presto*. | 1 |
| **Subtotal** | **5** |
| Grammar | |
| Uses correct grammatical structures in full sentences. | 3 |
| Uses phrases only to convey information. | 2 |
| Uses words in isolation to convey information. | 1 |
| **Subtotal** | **3** |
| Pronunciation | |
| Uses accurate and clear pronunciation and intonation. | 2 |
| Speech is comprehensible with minor errors in pronunciation. | 1 |
| Pronunciation and intonation are poor making speech incomprehensible. | 0 |
| **Subtotal** | **2** |
| **Stimulus card Set 3 total** | **10** |
| **Total** | **10** |