



Sample assessment task	
Year level	9
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>Esami e compiti!</i> (Exams and homework!)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to aspects of teenage life.</p> <p>They also demonstrate their skills in comprehending information in a written text and demonstrate their skills in writing in Italian, by responding to the information in the email from Nico and providing him with some advice and suggestions about how he can improve his situation.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend written text and convey the information, offering their own views in an informative written response.
Assessment strategy	Extended response – write an email
Evidence to be collected	Email
Suggested time	60 minutes
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b></p> <p>Initiate and participate in sustained interactions, using informative and descriptive language to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships</p> <p>Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using appropriate formats and styles of presentation</p> <p><b>Understanding</b></p> <p>Increase control of context-related vocabulary and extend grammatical knowledge, including:</p> <ul style="list-style-type: none"> <li>beginning to use pronouns to refer to the person carrying out an action or to refer to somebody or something, including personal pronouns (use, position and elusion), direct object pronouns and reflexive pronouns, for example, <i>La mia amica del cuore si chiama Stella. Parlo con lei ogni giorno e la vedo ogni sabato sera</i></li> <li>recognising that adverbs and adverbial phrases of manner, place and time modify the meaning of verbs and adjectives, for example, <i>proprio, troppo, abbastanza, specialmente</i></li> <li>describing events across present and past, choosing appropriate tenses, including present, present perfect and imperfect tenses</li> <li>exposure to the conditional mood in formulaic expressions</li> </ul>

## Task preparation

<b>Prior learning</b>	Students have prior knowledge of and exposure to: <ul style="list-style-type: none"><li>• a variety of texts related to teenage life, where advice is given and recommendations or suggestions are made</li><li>• context-related vocabulary</li><li>• grammatical elements, including the present tense of modal verbs <i>potere, dovere, volere</i> and formulaic expressions in the conditional mood</li><li>• creative writing and the textual conventions of an email.</li></ul>
<b>Assessment differentiation</b>	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

<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	Task sheet Italian/English – English/Italian dictionary

## Instructions for teacher

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

- exposed to a variety of texts on the topic of teenage life
- taught context-related vocabulary
- taught grammatical elements, including:
  - understand and use the present tense of modal verbs *potere, dovere, volere*
  - formulaic expressions in the conditional mood
- taught the textual conventions of an email, and be provided with the opportunity to practise them
- taught how to adapt language from a stimulus/source text in order to express own opinions/information.

## Task

Provide students with the task sheet.

Students are to read the email from Nico to Robi (Roberto/Roberta) in which Nico discusses the issues he is currently having.

Students imagine that they are Nico's friend Robi and respond to Nico's email.

In their response, they are to address the issues Nico has raised, giving him advice and making suggestions on what he could do to improve the way he is feeling.

Remind students to use the textual conventions of an email and that they can adapt the language from Nico's email to write their response.

Students may use a bilingual dictionary to look up any unfamiliar vocabulary and have 60 minutes to write approximately 80–100 words.

## Instructions to students

### ***Esami e compiti!***

Read the email from your friend Nico, in which he discusses the issues he is currently having. As you read, highlight the issues Nico mentions.

Compose
Inbox (9)
Sent mail
Drafts

Da: **Nico Briganti** <nicobrig123@email.it>

Re: Esami e compiti!

Salve Robi

Come stai? Bene, spero.

Io invece non sto molto bene. Sono stressato e trovo la scuola molto difficile quest'anno. È un posto dove sono costantemente preoccupato e ansioso.

Ho tanti compiti! Spesso dopo scuola io lavoro e poi quando arrivo a casa, faccio i compiti dalle sette alle undici o mezzanotte. Dopo di che è difficile dormire perché continuo a pensare ai miei impegni a scuola.

Ogni giorno ho le verifiche ma non c'è tempo per studiare o prepararsi bene. La settimana scorsa ho dovuto scrivere un tema in inglese quando avevo appena letto il romanzo!

In più penso di non capire bene tutte le idee. La fisica in particolare è una sfida e ho paura di ricevere i voti mediocri. Voglio migliorare prima degli esami ma non ho proprio idea di come cominciare o cosa fare!

Sono felice soltanto quando gioco a calcio con la squadra a scuola. Abbiamo vinto ieri!

Scusami di aver condiviso questo mio stress!

A presto,

Nico


Now, imagine that you are Nico’s friend Roberto/Roberta and write the text for an email in response to Nico.

In your response:

- address some of the issues Nico has raised
- give Nico advice, making suggestions on what he could do to improve the way he is feeling.

Remember to use the conventions of an email in your response. You may use a bilingual dictionary to help you and you can adapt the language from Nico’s email to write your response.

Write approximately 80–100 words. You have 60 minutes to write your response.

<b>Nuovo messaggio</b>	
<b>A:</b>	
<b>Soggetto:</b>	
<b>Invia</b>	

## Sample marking key

Description	Marks
<b>Content</b>	
Writes a detailed email that addresses several of the following issues raised by Nico: <ul style="list-style-type: none"> <li>• Nico is stressed/constantly anxious</li> <li>• he finds school hard this year</li> <li>• he has lots of homework/does homework from 7–11 pm</li> <li>• has difficulties sleeping due to thinking about schoolwork/stuff</li> <li>• he has tests every day but doesn't have time to study well</li> <li>• has problems understanding some of the content</li> <li>• wants to improve before the exams but doesn't know how.</li> </ul> Gives detailed advice/makes suggestions and recommendations to Nico.	5
Writes an email that addresses some issues, gives some advice/makes some suggestions and recommendations to Nico.	4
Writes an email that addresses a few of the issues, makes a few suggestions and recommendations to Nico.	3
Writes an email that addresses a few of the issues and may make a suggestion and/or recommendation to Nico.	2
Writes a very brief response that does not address the issues, makes no suggestions or recommendations to Nico.	1
<b>Subtotal</b>	<b>5</b>
<b>Vocabulary</b>	
Uses a range of context-related vocabulary, expressions and structures. Uses highly accurate spelling and punctuation throughout.	3
Uses a satisfactory range of context-related vocabulary, expressions and structures. Applies the rules of spelling and punctuation with a satisfactory level of accuracy.	2
Uses a limited range of context-related vocabulary, expressions and structures. Makes errors in spelling and inadequate or incorrect use of punctuation impedes meaning.	1
<b>Subtotal</b>	<b>3</b>
<b>Grammar</b>	
Uses a range of grammatical elements, including tenses, accurately. Handles simple, and most compound sentences confidently. Makes occasional errors that do not impede meaning. Effectively adapts some of the structures and grammatical elements from Nico's email for own purposes, where relevant.	4
Uses grammatical elements accurately most of the time. Uses simple sentences confidently most of the time. Uses compound sentences adequately. Makes errors that usually do not impede meaning. Adapts structures and grammatical elements from Nico's email with varying success, where relevant.	3
Uses grammatical items inconsistently. Uses simple sentences with some attempts at compound sentences. Makes errors that sometimes impede meaning. Copies some language from Nico's email with varying success, where relevant.	2
Uses grammatical elements inconsistently and incorrectly. Makes errors that often impede meaning. Makes little, unsuccessful or no attempt to adapt the structures from Nico's email.	1
<b>Subtotal</b>	<b>4</b>

Textual conventions	
Applies most of the conventions of an email appropriately, including subject line, salutation, closing, opening and paragraphing conventions.	3
Applies some of the conventions of an email.	2
Applies few of the conventions of an email.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>15</b>