



## **SAMPLE ASSESSMENT TASK**

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**HINDI: SECOND LANGUAGE**

**PRE-PRIMARY (PRE-PRIMARY–10 SEQUENCE)**

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**तुम कितने साल के हो? (HOW OLD ARE YOU?)**

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## Sample assessment task

### Hindi: Second Language – Pre-primary

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<b>Title of task</b>	तुम कितने साल के हो? (How old are you?)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to exchanging greetings in Hindi, and ability to share information about themselves, such as their age.</p> <p>In <b>Part A</b>, they demonstrate their skills in comprehending spoken text and convey information by matching images, or completing a drawing, in response to the text they hear.</p> <p>In <b>Part B</b>, they demonstrate their skills in speaking Hindi by taking part in an interview with their teacher to share information about their age and the age of the characters in Part A.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine students' learning at the time of the assessment. It establishes their ability to recognise and match pictures and symbols to simple statements, and convey factual information about themselves, using pictures and labels. It also establishes their ability to interact in spoken Hindi with the teacher, to exchange greetings and share information about themselves, in a short interview.
<b>Assessment strategy</b>	Short response – listen for information in spoken text Oral performance – participate in an interview
<b>Evidence to be collected</b>	Completed task sheet Audiovisual recording of interview
<b>Suggested time</b>	Part A – 15 minutes Part B – 3 minutes

## Content description

Content from the Western Australian Curriculum

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### Communicating

Interact with teacher and peers through action-related talk and structured play to exchange greetings

Introduce and share information about themselves

Participate in shared actions with teacher and peers, using simple, repetitive key words, images, movement and songs

Respond to teacher talk and instruction

### Understanding

Recognise and reproduce the sounds of the vowels and consonants of spoken and written Hindi by singing, reciting and repeating words and phrases in context

Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and recognising some first elements of the Hindi grammatical system, including:

- identifying people using singular subject pronouns; for example, तुम; आप; मैं; वह
- recognising gender usage in nouns; for example, मुर्गा, मुर्गी; बकरा, बकरी
- recognising and using the nouns for common objects around them; for example, मेज़; कुर्सी; पुस्तक
- showing understanding by responding to directions; for example, बैठ जाओ; पानी पियो
- using numbers while referring to objects; for example, एक बिल्ली; दो फूल
- developing number knowledge for one to ten.

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- songs, counting activities, action-related talk and a range of texts that relate to greeting people and asking how they are feeling
- context-related vocabulary, including words related to birthdays and age
- elements of grammar, including responding to questions to elicit their name and age; classroom instructions; expressing feelings through gesture or speaking; recognising simple words
- 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

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### Assessment conditions

Part A is to be completed by students working individually.

The interview in Part B will take place between the teacher and the student.

### Resources

- Task sheet
- Picture cards
- Transcript of spoken script
- Recording device

## Instructions for teacher

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

- taught context-related vocabulary
- taught some first elements of grammar, including
  - gender, such as लड़का, लड़की
  - noticing appropriate pronouns to identify people, such as मैं, तुम, वह
  - repeating simple questions and statements, such as यह क्या है? यह हाथी है।
  - using numbers one to ten
- exposed to the conventions of an interview and provided with opportunities to practise them with teacher and peers; for example, तुम्हारा घर कहाँ है? मेरा घर स्कूल के पास है।
- familiar with the fact that in Hindi, as in English and other languages, there are different ways of greeting and interacting with people; for example, नमस्ते? अंकल आप कैसे हैं? नमस्ते उमंग आप कैसे हो?

## Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- playing Inside Outside Circle to Indian music. Students in the two circles move in opposite directions. When the music stops, the students in the inside circle ask the age of the student they are facing: तुम कितने साल के हो? The students on the outside tell their age: मैं सात साल का हूँ।
- playing a version of 'What's the time, Mr Wolf?' where students call out, "तुम कितने साल के हो मिस्टर वुल्फ?" (How old are you Mr Wolf?). In response, the student playing Mr Wolf says the number in Hindi. The students take that many steps towards the wolf. This is repeated until one student gets close enough to tap Mr Wolf on the back. Now Mr Wolf chases all the students until they touch someone. That student then becomes the wolf, and the game continues.

## Task

### Part A: मेरा नाम \_\_\_\_\_ है।

1. Students listen to a series of statements read by the teacher and match characters to the birthday cake that represents the age that they have heard.

#### Task administration script

Teacher reads aloud:

*Listen carefully to the statements that you hear and draw a line to match the character to their birthday cake.*

*Question 1:* मेरा नाम नील है। मैं तीन साल का हूँ।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

*Question 2:* मैं रिया हूँ और मैं पाँच साल की हूँ।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

*Question 3:* मैं रोहन हूँ। मैं छः साल का हूँ।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

*Question 4:* बिल्ली चार साल की है।

Read the statement again.

Pause after the second reading to allow students to respond.

2. Students listen to statements read by the teacher and use this information to draw the correct number of candles on corresponding cakes.

#### Task administration script

Teacher reads aloud:

*Question 5:* कुत्ता दो साल का है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

*Question 6:* खरगोश एक साल का है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

*Question 7:* लड़का आठ साल का है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

*Question 8:* लड़की सात साल की है।

Read the statement again.

Pause after the second reading to allow students to respond.

### **Part B: तुम कितने साल के/की हो?**

Students take part in one-on-one interviews, listening and responding to statements made and questions posed by the teacher.

The interviews can be conducted over a number of lessons.

The teacher is looking for a simple response in sentence format.

If required, support can be provided in the form of gestures or prompting.

### **Task administration script**

Teacher: तुम कितने साल के/की हो?

Student: मैं \_\_\_\_\_ साल का/की हूँ।

Teacher: तुम किस क्लास में हो?

Student: मैं \_\_\_\_\_ क्लास में हूँ।

Teacher: धन्यवाद, फिर मिलेंगे।

Student: धन्यवाद फिर मिलेंगे/फिर मिलेंगे मिसिज़ \_\_\_\_\_।



**Instructions to students**

**तुम कितने साल के हो?**

**Part A: मेरा नाम \_\_\_ है।**

Look at the picture cards and listen to your teacher tell you how old the characters are. Draw a line to match the character to their birthday cake.

1.



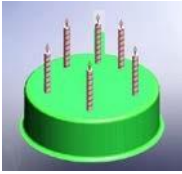
2.



3.



4.



Listen to the teacher introduce the characters below. Draw the correct number of candles on the birthday cake below each character.

5.



6.



7.



8.



## Sample marking key

Part A: मेरा नाम \_\_\_\_\_ है।

### Questions 1–8

Description	Marks
1. नील – 3 candles	1
2. रिया – 5 candles	1
3. रोहन – 6 candles	1
4. बिल्ली – 4 candles	1
5. कुत्ता – 2 candles	1
6. खरगोश – 1 candle	1
7. लड़का – 8 candles	1
8. लड़की – 7 candles	1
<b>Subtotal</b>	<b>/8</b>
<b>Part A total</b>	<b>/8</b>

Part B: तुम कितने साल के हो?

Description	Marks
<b>Question 1</b>	
Says मैं _____ साल का/की हूँ।	3
Says the number only.	2
Responds appropriately after prompting.	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 2</b>	
Says मैं Pre-primary में हूँ।	3
Says Pre-primary.	2
Responds appropriately after prompting.	1
<b>Subtotal</b>	<b>/3</b>
<b>Question 3</b>	
Says धन्यवाद, फिर मिलेंगे/फिर मिलेंगे मिसिज़ _____।	2
Responds appropriately after prompting.	1
<b>Subtotal</b>	<b>/2</b>
<b>Part B total</b>	<b>/8</b>
<b>Total</b>	<b>/16</b>

## Acknowledgements

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