



पेंसिल केस (WHAT IS IN PRAMOD'S PENCIL CASE?)

SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 1 (PRE-PRIMARY–YEAR 10 SEQUENCE)

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Sample assessment task

Hindi: Second Language – Year 1

Title of task	पेंसिल केस (What is in Pramod's pencil case?)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to their favourite things in the classroom.</p> <p>In Part A and Part B, they demonstrate their skills in comprehending spoken text by circling the object named or providing the teacher with the object requested.</p> <p>In Part C, students demonstrate their skills in speaking Hindi by carrying out spoken requests in the form of classroom commands.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine students' learning at the time of the assessment. It establishes their ability to comprehend spoken text and locate, convey or demonstrate information in writing, speech or actions.
Assessment strategy	<p>Short response – complete multiple-choice questions, write short phrases, perform gestures and action-related responses</p> <p>Oral performance – participate in an interview</p>
Evidence to be collected	<p>Completed task sheets</p> <p>Audio visual recording of interview</p>
Suggested time	<p>Part A – 10 minutes</p> <p>Part B – 5 minutes</p> <p>Part C – 2 minutes</p>

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to share information about themselves, their age and where they live, and to talk about their favourite things

Participate in guided collaborative tasks, using simple modelled language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning

Respond to teacher talk and instruction

Understanding

Understand how vowels are pronounced without obstructing the flow of air from the mouth, while consonants are pronounced by obstructing different parts of the mouth

Recognise and reproduce the sound of the 13 vowels and the 36 consonants of Hindi

Build phonic awareness, focusing on difficult sounds; for example ख, घ, त, थ, द, ध, भ, ढ, ण, ञ, and learn to pronounce them accurately, and to understand that v and w are both pronounced as व

Recognise that Hindi is written horizontally from left to right using the *Devanagari* script, letters are joined by a line on top to form a word, and like in English, there are spaces between words

Begin to write the letters of Hindi and join two letters with the line on top to form simple words; for example, चल; घर; टब

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

- identifying people using singular and plural subject pronouns; for example, तुम्हारा; आपका; हमारा; उनका
- extending the understanding of gender to objects; for example, बड़ा सेब; बड़ी गाजर; पतली सूई; मोटा धागा
- recognising and using simple adjectives to describe things; for example, ठंडा पानी; सुंदर फूल; ऊंचा पेड़; छोटी चिड़िया
- beginning to use simple sentence structure; for example, यह मेरा बस्ता है।
- expressing negation by using words, such as ना; नहीं; मत
- showing understanding of location and position; for example, यहां आओ; वहाँ रखो; इधर देखो; दायें; बाएं
- beginning to locate events in time by using the months of the year and the seasons; for example, जनवरी, फरवरी, सर्दी गर्मी

- developing number knowledge for 11 to 20

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, including classroom instructions; for example, यहां बैठो। कुर्सी वहाँ रखो।
- elements of grammar, including: grammatical gender; responding to imperative verb forms; number knowledge; adjectives; using simple statements
- 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 sheet
- Pencil case items, pencil case 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; for example, पुस्तक खोलो।; दरवाज़ा बंद करो।
- taught some first elements of grammar, including:
 - gender
 - number knowledge for numbers one to 20
 - responding to simple imperative verb forms; for example, लिखो; पढ़ो; बैठो
 - using simple questions and statements; for example, नीले रंग की पेंसिल दो।
- exposed to the textual conventions of an interview and provided with opportunities to practise them with other children.

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 shopping games, where some children are shopkeepers and some are customers. The customers ask for items to buy by saying, 'प्लीज मुझे चार कप दे दीजिए।', and the shopkeeper hands them over and says, 'यह लीजिए।'
- playing Hot Potato with the children sitting in a circle. A student in the middle of the circle holds a box of classroom items including stationery. Indian music is played and a pretend potato (such as a ball or bean bag) is passed around the circle. When the music stops, the student in the middle takes out an item from the box and holds it up. The student holding the potato says in Hindi, 'मुझे एक पेंसिल/ पेन दीजिए।' (using the appropriate object name). That student then goes into the centre to take the box and the centre spot. The student previously in the centre joins the circle and the game continues until every child has had a turn.

Task

Part A: प्रमोद के पेंसिल केस में क्या है?

Students listen to the teacher talk about the objects in Pramod's pencil case. They then circle the objects that the teacher names.

Task administration script

Provide students with the Task sheet, and read the following statements to them:

Teacher reads aloud:

1. प्रमोद के पेंसिल केस में ग्लू की दो ट्यूब हैं।

Repeat the statement. Pause to allow for student response.

Teacher reads aloud:

2. प्रमोद के पेंसिल केस में एक पेंसिल है।

Repeat the statement. Pause to allow for student response.

Teacher reads aloud:

3. प्रमोद के पेंसिल केस में तीन इरेज़र हैं।

Repeat the statement. Pause to allow for student response.

Teacher reads aloud:

4. प्रमोद के पेंसिल केस में एक पेंसिल शार्पनर है।

Repeat the statement. Pause to allow for student response.

Teacher reads aloud:

5. प्रमोद के पेंसिल केस में एक छोटा रूलर है।

Repeat the statement. Pause to allow for student response.

Teacher reads aloud:

6. प्रमोद के पेंसिल केस में एक बड़ा पेन है।

Repeat the statement. Pause to allow for student response.

Part B: मुझे दो

Prepare a tray of objects commonly found in a student's pencil case.

Call up the student to the teacher's desk for this activity. Ask the student to locate and hand you the object/s requested, then ask the student to tell you the colour of each object.

Task administration script

Teacher reads aloud:

1. कृपया मुझे एक पेंसिल दीजिए। (Pause for the student to locate and hand over the object.)

पेंसिल किस रंग की है? (Pause for student response.)

Teacher reads aloud:

2. कृपया मुझे एक कलम/ पेन दीजिए। (Pause for the student to locate and hand over the object.)

कलम किस रंग का है? (Pause for student response.)

Teacher reads aloud:

3. कृपया मुझे एक मार्कर दीजिए। (Pause for the student to locate and hand over the object.)

मार्कर किस रंग का है? (Pause for student response.)

Teacher reads aloud:

4. कृपया मुझे एक रूलर दीजिए। (Pause for the student to locate and hand over the object.)

रूलर किस रंग का है? (Pause for student response.)

Teacher reads aloud:

5. कृपया मुझे एक शार्पनर दीजिए। (Pause for the student to locate and hand over the object.)

शार्पनर किस रंग का है? (Pause for student response.)

Teacher reads aloud:

6. कृपया मुझे गोंद की एक ट्यूब दीजिए। (Pause for the student to locate and hand over the object.)

ट्यूब किस रंग की है? (Pause for student response.)

Teacher reads aloud:

7. कृपया मुझे एक कैंची दीजिए। (Pause for the student to locate and hand over the object.)

कैंची किस रंग की है? (Pause for student response.)

Teacher reads aloud:

8. कृपया मुझे एक नोटबुक दीजिए। (Pause for the student to locate and hand over the object.)

नोटबुक किस रंग की है? (Pause for student response.)

Teacher reads aloud:

9. *Ask me to give you an object.* (Pause for the student to ask and then carry out the request.)

Teacher reads aloud:

10. *Ask me to give you another object.* (Pause for the student to ask and then carry out the request.)

The teacher may change these objects according to vocabulary taught to the class.

Part C: यह करो

Individually ask each student to demonstrate through action or gesture the following instructions and commands:

1. खड़े हो जाओ/उठो।
2. बैठ जाओ।
3. देखो।
4. सुनो!
5. आओ।
6. चलो।
7. नाचो।
8. गाओ।
9. भागो!/ दौड़ो।
10. टेनिस खेलो।

Classroom instructions and commands can be tested over a series of lessons, choosing a different student each time.

The teacher can vary instructions according to their own classroom procedures.

Instructions to students

पेंसिल केस (What's in Pramod's pencil case?)

Part A: प्रमोद के पेंसिल केस में क्या है?

Listen carefully to the teacher reading to you what items Pramod has in his pencil case.

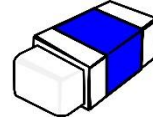
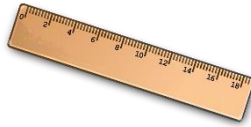
For each sentence you hear, circle the item named.



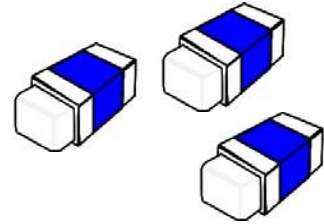
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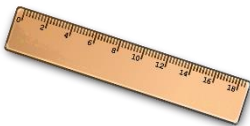
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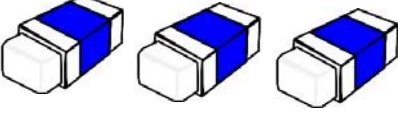



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6.



Sample marking key

Description	Marks
Part A: प्रमोद के पेंसिल केस में क्या है?	
1. 	1
2. 	1
3. 	1
4. 	1
5. 	1
6. 	1
Part A total	/6

Sample marking key	
Description	Marks
Part B: मुझे दो	
Student hands teacher the item requested and states the name of the item and its colour.	
1. Gives pencil + names the colour	[1] + [1]
2. Gives pen + names the colour	[1] + [1]
3. Gives marker + names the colour	[1] + [1]
4. Gives pencil sharpener + names the colour	[1] + [1]
5. Gives eraser + names the colour	[1] + [1]
6. Gives glue stick + names the colour	[1] + [1]
7. Gives scissors + names the colour	[1] + [1]
8. Gives notebook + names the colour	[1] + [1]
9. Student asks मुझे __ दीजिए and names an object for the teacher to give	[1] + [1]
10. Student asks मुझे __ दीजिए and names a second object for the teacher to give	[1] + [1]
Part B total	/20
Part C: यह करो	
Student responds physically to instructions.	
1. Stands up	1
2. Sits down	1
3. Looks at teacher/item	1
4. Shows that they are listening	1
5. Approaches the teacher	1
6. Starts walking	1
7. Dances	1
8. Sings	1
9. Runs	1
10. Pretends to play tennis	1
Part C total	/10
Total	/36

Acknowledgements

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