



Sample assessment task	
Year level	Pre-primary
Learning area	Languages
Subject	Chinese: Second Language
Title of task	很高兴见到你 <i>hěn gāo xìng jiàn dào nǐ</i> (Glad to meet you)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to greetings and sharing personal information.</p> <p>They also demonstrate their skills in comprehending spoken text by listening to the teacher model greetings and expressions, and convey the information by recognising and selecting the appropriate images on their task sheet.</p>
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 and convey in written form greetings and common classroom expressions.
Assessment strategy	Short response – listen for information in spoken texts
Evidence to be collected	Completed task sheet
Suggested time	15 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact orally with the teacher and peers, using learnt sounds, verbal and non-verbal responses and listen to and engage with teacher-modelled tones and rhythms in class routines, structured conversations and activities to exchange greetings, such as 早, 你好, 王老师, 再见</p> <p>Respond to teacher talk and instructions, for example, 站起来 and 请坐</p> <p>Understanding</p> <p>Notice and use context-related vocabulary to generate language.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary and grammatical structures, including: <ul style="list-style-type: none"> ▪ greetings ▪ talking about how they are feeling.
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>

Assessment task

Assessment conditions	Task is to be completed by students working individually.
Resources	Task sheet Transcript of spoken text

Instructions for teacher

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

- taught context-related vocabulary and grammatical items, including:
 - greetings
 - talking about how they are feeling.

Task

Provide students with the task sheet.

Students listen as the teacher reads a series of statements or questions. They circle the image that represents what they have heard.

Task administration script

READ ALOUD

Here is the task sheet for today's task.

I am going to say a number.

Look for the number on your sheet.

I will then call out a greeting or phrase in Chinese.

I would like you to circle the picture that matches what you hear me say.

Let's begin.

1. 王老师, 早上好
2. 同学们, 早上好
3. 妈妈, 你好
4. Jason, 你好
5. Smith 老师, 晚上好
6. 我很好
7. 我不好
8. 还可以
9. 我不好
10. 我很好

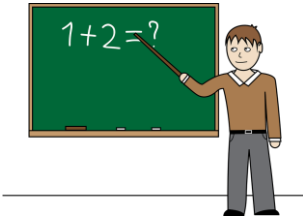











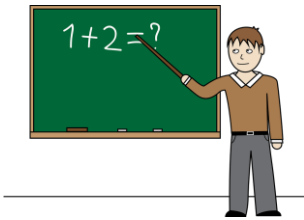


Instructions to students

hěn gāo xìng jiàn dào nǐ
很高兴见到你 Glad to meet you

Look at the pictures. Listen to the teacher.














Draw a circle around the picture that matches what the teacher says.

1. ^{nǐ hǎo}你好 Hello

1.			
2.			
3.			
4.			
5.			

[Images retrieved March, 2016, from <https://pixabay.com/>]

nǐ hǎo ma
2. 你好吗? How are you?

6.			
7.			
8.			
9.			
10.			

[Images retrieved March, 2016, from <https://pixabay.com/>]

Sample marking key

1. ^{nǐ hǎo}你好 Hello

2. ^{nǐ hǎo ma}你好吗? How are you?

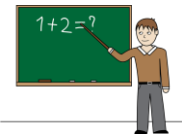



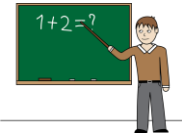





Description		Marks
Questions 1–10		
1.		1
2.		1
3.		1
4.		1
5.		1
6.		1
7.		1
8.		1
9.		1
10.		1
Total		10

Image acknowledgements

Teacher: <https://pixabay.com/en/teacher-classroom-chalk-board-man-651318/>

Man in black suit: <https://pixabay.com/en/black-briefcase-man-suit-160721/>

Woman in red dress: <https://pixabay.com/en/blonde-teacher-woman-female-school-160653/>

Three people: <https://pixabay.com/en/people-men-women-folk-persons-152039/>

Five babies: <https://pixabay.com/en/toddlers-babies-children-303904/>

Family: <https://pixabay.com/en/family-adult-man-child-baby-158139/>

Man in green shirt: <https://pixabay.com/en/boy-happy-man-people-smiling-147797/>

Woman in red top: <https://pixabay.com/en/woman-mother-adult-people-smiling-158140/>

Baby: <https://pixabay.com/en/baby-boy-diaper-blue-smile-crawl-306799/>

Woman in purple dress: <https://pixabay.com/en/woman-fashion-people-hair-gown-145197/>

Girl stick figure: <https://pixabay.com/en/happy-girl-child-smiling-smile-312756/>

Man in blue suit: <https://pixabay.com/en/man-suited-suit-male-person-adult-311686/>

Man and easel: <https://pixabay.com/en/businessman-cartoons-training-607831/>

Mechanic: <http://www.clipartbest.com/clipart-jixgeGAiE>

Doctor: <https://pixabay.com/en/doctor-medic-medical-medicine-40891/>

Smiley face: <https://pixabay.com/en/smile-smiley-happy-yellow-face-98458/>

Neutral face: <https://pixabay.com/en/emoticon-straight-face-feeling-25516/>

Crying face: <https://pixabay.com/en/sad-crying-tears-unhappy-desolate-98450/>

Party face: <https://pixabay.com/en/smiling-celebration-clown-happy-161045/>

Green circle: <https://pixabay.com/en/circle-green-button-ok-go-23965/>

Sick face: <https://pixabay.com/en/alien-smiley-sick-emoji-emoticon-41619/>

Cat: <https://openclipart.org/detail/179259/yellow-tiger-catfour-legs>

Dog: <https://pixabay.com/en/dog-bone-brown-face-cute-fat-35553/>

All images retrieved March, 2016.