



Sample assessment task	
Year level	Pre-primary
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Bonjour mes amis !</i> (Hello my friends!)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to exchanging French greetings and expressing their feelings.</p> <p>In Part A and Part B they also demonstrate their skills in comprehending spoken text and convey information through a matching exercise.</p> <p>In Part C students demonstrate their skills in speaking French by taking part in an interview with their teacher to exchange greetings, introduce themselves, talk about how they are feeling, and take their leave.</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 recognise pictures and symbols in simple statements and convey factual information about themselves, using pictures and labels. It also establishes information on their ability to interact in spoken French with the teacher to exchange greetings, introduce and share information about themselves.
Assessment strategy	<p>Short response – listen for information in spoken text</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 and Part B – 15 minutes</p> <p>Part C – 5 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as <i>Bonjour Madame; Bonjour la classe; Ça va, Emilie ? Ça va bien, merci</i></p> <p>Introduce and share information about themselves</p> <p>Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions, and familiar words</p> <p>Understanding</p> <p>Recognise and experiment with reproducing the common vowel sounds and rhythms of spoken French by singing, reciting and repeating words and phrases in context</p>

	<p>Notice and use context-related vocabulary to generate language</p> <p>Recognise some first elements of grammar, including:</p> <ul style="list-style-type: none"> • becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns, for example, <i>le chien, la maison, le copain, la copine</i> • noticing appropriate pronouns to identify people, for example, <i>Je m'appelle Adam, et toi ? C'est Adam ?</i> • repeating simple questions and statements, for example, <i>Tu t'appelles comment ? C'est un poisson.</i>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary, including key words and phrases of greetings and leave-taking • some first elements of grammar, including: ways of responding to questions to elicit their name; classroom instructions; expressing feelings through gesture or speaking; ways of recognising simple words • the conventions of an interview.
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	<p>Part A and Part B are to be completed by students working individually.</p> <p>The interview in Part C will take place between the teacher (or another speaker of French) and the student.</p>
Resources	<p>Task sheet</p> <p>Transcript of spoken text</p> <p>Recording device</p>

Instructions for teacher

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

- taught context-related vocabulary
- taught some first elements of grammar, including:
 - gender
 - noticing appropriate pronouns to identify people
 - repeating simple questions and statements
- exposed to the conventions of an interview, and provided with opportunities to practise them.

Task

For Part A and Part B, projecting or displaying the images on a whiteboard will be helpful for explanation and ease of understanding.

Part A: Bonjour

Students listen to six statements made by the teacher and circle, on the task sheet, the image that corresponds to what they have heard. For each statement, students choose between two images.

Task administration script

READ ALOUD

Listen carefully to the following statements and circle the image that corresponds to the statement that you have heard.

READ ALOUD

1. Bonjour la classe.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

2. Bonjour Madame.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

3. Bonjour Monsieur.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

4. Salut Rubis. Rubis est une fille.

Read the statement.

Pause after the second reading to allow students to respond.

READ ALOUD

5. Salut François. François est un garçon.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

6. Coucou Bill. Bill est un chien.

Read the statement again.

Pause after the second reading to allow students to respond.

Part B: Comment ça va aujourd'hui ?

Students listen to four statements made by the teacher and circle, on the task sheet, the image that corresponds to what they have heard. For each statement, students will choose between three images.

Students then listen to statements 5 and 6 and draw the expression on the image to correspond with the statement they've heard.

READ ALOUD

1. Ça va bien.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

2. Ça va mal.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

3. Ça va.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

4. Ça va très bien, merci.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

For numbers 5 and 6, draw the expression on the face to show you understand what you have heard me say.

5. Ça va mal.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

6. Ça va.

Read the statement again.

Pause after the second reading to allow students to respond.

Part C: Comment t'appelles-tu ? (Comment tu t'appelles ?)

The interview can be conducted over a number of lessons.

The teacher is looking for a simple response by the student to the questions and statements.

Support can be provided in the form of gestures or prompting, if required.

Task administration script

Teacher: Bonjour.

Student: *(Student responds to the greeting).*

Teacher: Comment t'appelles-tu ?

Student: *(Student provides a response to the question).*

Teacher: Comment ça va aujourd'hui ?

Student: *(Student provides a response to the question).*

Teacher: Merci, au revoir !

Student: *(Student ends interview with a final salutation).*

Instructions to students

Bonjour mes amis



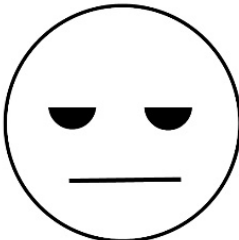









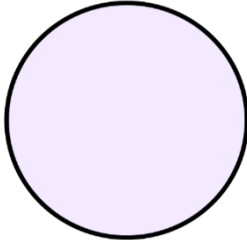
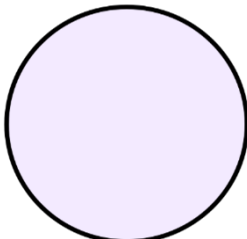
Part A: Bonjour

Listen to the teacher. Look at the pictures. Circle the correct picture.

1. Bonjour la classe.		
2. Bonjour Madame.		
3. Bonjour Monsieur.		
4. Salut Rubis. Rubis est une fille.		
5. Salut François. François est un garçon.		
6. Cou Cou Bill. Bill est un chien.		







Part B: Comment ça va aujourd'hui ?






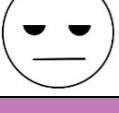
Listen to the teacher. Look at the pictures. Circle the correct picture.

1. Ça va bien.			
2. Ça va mal.			
3. Ça va.			
4. Ça va très bien, merci.			
5.			
6.			

Sample marking key

Part A: Bonjour

Description		Marks
Questions 1–6		
1.		1
2.		1
3.		1
4.		1
5.		1
6.		1
Part A total		6

Part B: Comment ça va aujourd'hui ?		
Description		Marks
Questions 1–6		
1.		1
2.		1
3.		1
4.		1
5.		1
6.		1
Part B total		6

Part C: Comment t'appelles-tu ?	
Description	Marks
Question 1	
Says <i>Bonjour Madame/Monsieur</i> .	3
Says <i>Bonjour</i> .	2
Responds accurately, after prompting.	1
Subtotal	3
Question 2	
Says <i>Je m'appelle</i> + the student's name.	3
Says their name only.	2
Responds accurately, after prompting.	1
Subtotal	3
Question 3	
Says <i>Ça va</i> or <i>Ça va bien/Très bien/Mal, merci</i> .	3
Says <i>Bien/Mal/Très bien</i> .	2
Responds accurately, after prompting.	1
Subtotal	3
Question 4	
Says <i>Merci, au revoir/Au revoir</i> .	2
Responds accurately, after prompting.	1
Subtotal	2
Part C total	11
Total	23

Image acknowledgements

Part A:

Image: Yenlung. (2015). Girl. Retrieved March, 2016, from <https://openclipart.org/detail/226374/girl>

In the public domain.

Image: Students in class clip art. (n.d.). Retrieved March, 2016, from <http://www.cliparthut.com/students-in-class-clip-art-clipart-lv8Bch.html>

In the public domain.

Image: Medium image PNG [red-headed woman]. (n.d.). Retrieved March, 2016, from <http://www.cliparthut.com/medium-image-png-clipart-Q3ULQi.html>

In the public domain.

Image: Yamid. (2010). Child. Retrieved March, 2016, from <https://openclipart.org/detail/58321/child>

In the public domain.

Image: Knollbaco. (2014). Smiling man face. Retrieved March, 2016, from <https://openclipart.org/detail/190600/smiling-man-face>

In the public domain.

Image: Osfor.org. (2014). Dog. Retrieved March, 2016, from <https://openclipart.org/detail/193961/dog-klb>

In the public domain.

Image: Gerald_G. (2006). Cartoon cat sitting. Retrieved March, 2016, from <https://openclipart.org/detail/318/cartoon-cat-sitting>

In the public domain.

Part B:

Image: [Smiley face]. (n.d.). Retrieved March, 2016, from <http://www.clipartbest.com/clipart-eTMpKRATn>

In the public domain.

Image: Ocal. (2012). Sad face vector clip art. Retrieved March, 2016, from <http://www.clipshrine.com/Sad-Face-3301-medium.html>

In the public domain.

Image: Bored face. (n.d.). Retrieved March, 2016, from <http://www.cliparthut.com/bored-face-clip-art-clipart-W6veEu.html>

In the public domain.

Image: [Laughing face]. (n.d.). Retrieved March, 2016, from <http://www.clipartbest.com/clipart-LTKaG6xTa>

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