



Sample assessment task

Year level	Pre-primary
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Quel âge as-tu ?</i> (How old are you?)

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 sharing information about themselves, such as their age.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text and convey information by matching images, or completing a drawing, in response to text they hear.</p> <p>In Part B they demonstrate their skills in speaking French 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>
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 and match pictures and symbols to 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 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 sheet</p> <p>Audio visual recording of interview</p>
Suggested time	<p>Part A – 15 minutes</p> <p>Part B – 3 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, for example, <i>Comment t'appelles-tu ? Je m'appelle...; Tu as quel âge ? J'ai cinq ans/Cinq ans; Tu aimes ... ? Oui/non</i></p> <p>Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words</p> <p>Engage by listening to and viewing a range of short, imaginative texts and responding through action, dance, singing, drawing, movement and other forms of expression</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>
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	<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> • developing number knowledge for numbers 0–10 • responding non-verbally to simple imperative verb forms, for example, <i>Lève-toi !; Écoutez !; Regardez-moi !; Doucement !</i> • repeating simple questions and statements, for example, <i>Tu t'appelles comment ? C'est un poisson</i> <p>Recognise that in French, as in English and other languages, there are different ways of greeting and interacting with people, for example, <i>Bonjour Madame, comment ça va ?</i></p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a range of texts that relate to greeting people and asking how they are feeling, songs, counting activities and action-related talk • context-related vocabulary • elements of grammar, including: responding to questions to elicit their name and age • the textual 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 is to be completed by students working individually.</p> <p>The interview in Part B will take place between the teacher (or another speaker of French) and the student.</p>
Resources	<p>Task sheet</p> <p>Picture cards</p> <p>Transcript of spoken script</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
 - using numbers 1–10
- exposed to the conventions of an interview, and provided with opportunities to practise them.

Task

Part A: Je m'appelle...

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

Task administration script

READ ALOUD

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

READ ALOUD

1. Je m'appelle Jacques. J'ai trois ans.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

2. Je suis Emilie. J'ai cinq ans.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

3. Je m'appelle Pierre. J'ai six ans.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

4. Le chat a quatre ans.

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

READ ALOUD

5. Le chien a deux ans.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

6. Le lapin a un an.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

7. Simon a huit ans.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

8. Sandrine a sept ans.

Read the statement again.

Pause after the second reading to allow students to respond.

Part B: Quel âge as-tu ?

Students listen, and respond to statements made and questions posed by the teacher. The task also requires them to share their own age by drawing, on a cake, the appropriate number of candles.

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: Quel âge as-tu ?

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

Teacher: Dessine les bougies s'il te plaît.

Student: *(Student draws appropriate number of candles on birthday cake).*

Teacher: Merci, au revoir !

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

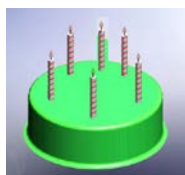
Instructions to students

Quel âge as-tu ?

Part A: Je m'appelle...

1. Draw lines to match the characters to their birthday cake.

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.



2. Draw the correct number of candles onto the cakes

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



Part B: Quel âge as-tu ?

Listen to the teacher and, when asked, draw the correct number of candles on the birthday cake.

Et moi, j'ai _____ ans.



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Sample marking key

Part A: Je m'appelle...

Description	Marks
Questions 1–4	
1. Jacques – 3 candles	1
2. Emilie – 5 candles	1
3. Pierre – 6 candles	1
4. Le chat – 4 candles	1
Subtotal	4
Description	Marks
Questions 5–8	
5. Le chien – 2 candles	1
6. Le lapin– 1 candle	1
7. Simon – 8 candles	1
8. Sandrine – 7 candles	1
Subtotal	4
Part A total	8

Part B: Quel âge as-tu ?

Description	Marks
Question 1	
Says <i>Bonjour Madame/Monsieur.</i>	3
Says <i>Bonjour.</i>	2
Responds accurately after prompting.	1
Subtotal	3
Description	Marks
Question 2	
Says <i>J'ai + number + ans.</i>	3
Says the number only.	2
Responds accurately after prompting.	1
Subtotal	3
Description	Marks
Question 3	
Draws the same number of candles to correspond with their response to question 2.	2
Responds accurately after prompting.	1
Subtotal	2
Description	Marks
Question 4	
Says <i>Merci, au revoir/Au revoir.</i>	2
Responds accurately after prompting.	1
Subtotal	2
Part B total	10
Total	18