



Sample assessment task	
Year level	Pre-primary
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Hallo! Wie geht's?</i> (Hello! How are you?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to greetings, introducing themselves and sharing information that relates to their personal worlds.</p> <p>In Part A students also demonstrate their skills in comprehending spoken text by matching images to what they hear.</p> <p>In Part B students demonstrate their skills in speaking German by exchanging greetings, saying their name and how they are feeling, in a short interview with the teacher.</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 spoken German and convey factual information about what they have heard. It also establishes information on their ability to speak in German by exchanging information in a short interview.
Assessment strategy	<p>Short response – listen for information in spoken texts</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 using action-related talk and structured play, to exchange greetings</p> <p>Introduce and share information about themselves</p> <p>Recognise pictures, symbols, key words and phrases of spoken and written German in rhymes, songs, labels and titles related to their personal worlds</p> <p>Understanding</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"> • noticing that German has multiple words for 'the' • identifying people, animals and things using an article and a concrete noun, for example, <i>der Lehrer, eine Freundin</i>, or a pronoun, for example, <i>ich, du, er, sie, es, wir</i> • understanding and describing actions using verbs such as <i>gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen</i> and <i>wohnen</i> • understanding and using some question words and the intended/related answer in limited contexts, including <i>was</i> (an object) and <i>wer</i> (a person)

Content description	
	<ul style="list-style-type: none"> gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0–10 using simple adjectives to describe things such as <i>braun, rot, blau, groß, klein, schnell, langsam</i> gaining awareness of vocabulary referring to time of the day, such as <i>Morgen, Nachmittag, Mittag</i>, days, months and seasons.
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> context-related vocabulary some first elements of grammar, including: greetings and titles for addressing people, for example, <i>Guten Morgen, Guten Tag, Frau</i>; asking and giving personal information, for example, <i>Wie heißt du? Mein Name ist Heinz</i> 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 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 German) 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
- provided with opportunities to engage in tasks and activities that involve providing information about self
- taught grammatical structures, including:
 - greetings and titles for addressing people, for example, *Guten Morgen, Guten Tag, Frau*
 - asking and giving personal information, for example, *Wie heißt du? Mein Name ist Heinz*
- exposed to the conventions of an interview, and provided with opportunities to practise them.

Task

Part A: Hallo! Wie geht's?

Students listen to a series of statements read by the teacher and circle, on the student task sheet, the image that represents what they have heard. Each statement will be read twice but may be read a third time if requested.

Task administration script

READ ALOUD

Please look at your task sheet. I will say a number and then a sentence in German about food. Listen carefully and circle the picture in the line that matches what I've said. I will read each sentence twice.

Number one. Guten Morgen Frau Schneider. *(Repeat statement)*.

Number two. Guten Morgen Kinder. *(Repeat statement)*.

Number three. Hallo Mama. *(Repeat statement)*.

Number four. Guten Tag Lukas. *(Repeat statement)*.

Number five. Guten Abend Herr Schulz. *(Repeat statement)*.

Please turn over the page

Number six. Mir geht's super. *(Repeat statement)*.

Number seven. Mir geht's nicht gut. *(Repeat statement)*.

Number eight. Es geht so. *(Repeat statement)*.

Number nine. Mir geht's nicht so gut. *(Repeat statement)*.

Number ten. Mir geht's prima. *(Repeat statement)*.

Part B: Interview

In an individual interview with teacher, students respond to four greetings or questions. Answers are to be recorded on the marking sheet.

Task administration script

READ ALOUD

We will now begin our interview. I will greet you and ask you some questions in German. Please reply to my greetings and answer my questions in German.

Teacher: Hallo/Guten Tag/Guten Morgen.

Student: Student responds to greeting.

Teacher: Wie heißt du?

Student: Student responds giving their name.

Teacher: Wie geht's?

Student: Student responds saying how they are feeling.

Teacher: Danke/Tschüß/Auf Wiedersehen.

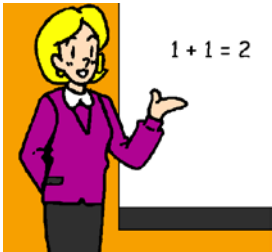








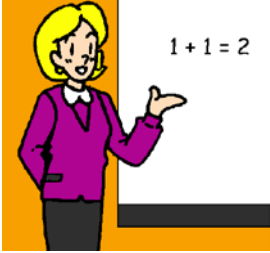
Student: Student responds saying thank you and good bye.

Instructions to students






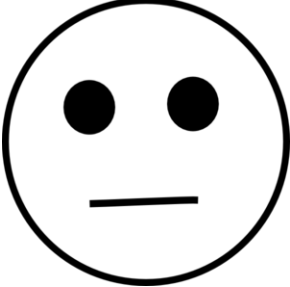


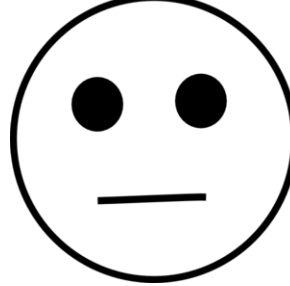


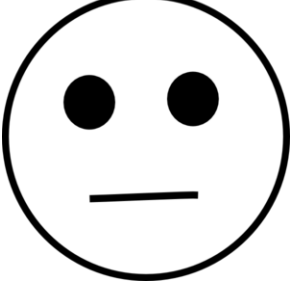


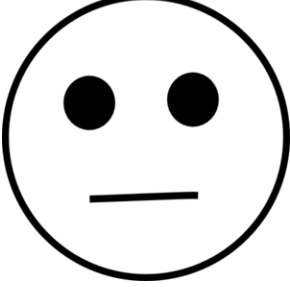
Hallo!

Part A: Hallo! Wie geht's?

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











1.			
2.			
3.			
4.			
5.			

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

6.			
7.			
8.			
9.			
10.			

Sample marking key

Part A: Hallo! Wie geht's?

Description	Marks
1. 	1
2. 	1
3. 	1
4. 	1
5. 	1
6. 	1
7. 	1
8. 	1
9. 	1
10. 	1
Part A total	10

Part B: Interview	
Description	Marks
Greeting	
Responds to the greeting from the teacher with a suitable greeting, for example, <i>Hallo, Guten Tag, Guten Morgen.</i>	2
Requires repetition of the greeting and/or prompting to respond to the greeting.	1
Does not respond with a suitable greeting in German, even after prompting.	0
Subtotal	2
Question 1	
Gives their name in a full sentence, for example, <i>Ich bin Mary, or Ich heiÙe Susanne, or Mein Name ist Heinz.</i>	2
Gives their name only, for example, <i>Peter, or Peter Schmidt.</i>	1
Does not respond with their name, even after prompting.	0
Subtotal	2
Question 2	
Responds with an accurate phrase about how they are feeling, for example, <i>Mir geht's super/ prima, or Nicht gut/ nicht so gut, or Es geht so.</i>	2
Responds with a word about how they are feeling. May require prompting to respond, for example, <i>super.</i>	1
Does not provide a suitable response in German, even after prompting.	0
Subtotal	2
Farewell greeting	
Says thank you and provides a suitable farewell greeting, without being prompted.	2
Requires prompting and/or repetition of a farewell greeting by the teacher before responding.	1
Does not respond with a suitable farewell greeting in German, even after prompting.	0
Subtotal	2
Pronunciation	
Pronounces all, or most words accurately.	2
Pronounces some words accurately.	1
Poor pronunciation makes comprehension of what is being said difficult.	0
Subtotal	2
Part B total	10
Total	20

Image acknowledgements

Part A:

Image: [Mathematics teacher]. (n.d.). Retrieved March, 2016, from <http://www.clipartbest.com/clipart-dc8xanoce>
In the public domain.

Image: Ruddin [Ruddin Ardzi]. (2015). [Teacher with blackboard]. Retrieved March, 2016, from <https://pixabay.com/en/teacher-classroom-chalk-board-man-651318/>
In the public domain.

Image: Happy girl vector image. (2014). Retrieved March, 2016, from <http://publicdomainvectors.org/en/free-clipart/Happy-girl-vector-image/6959.html>
In the public domain.

Image: [Girls skipping]. (n.d.). Retrieved March, 2016, from www.clipartfinders.com/summer-picnics-take-them-on-your-adventure-climbing-frames-ireland-clipart-47946.html
In the public domain.

Image: Glamazon. (2014). [Toddler in green jumpsuit]. Retrieved March, 2016, from <https://pixabay.com/en/baby-boy-girl-neutral-green-child-507127/>
In the public domain.

Image: Simple cartoon girl vector illustration. (2015). Retrieved March, 2016, from <http://publicdomainvectors.org/en/free-clipart/Simple-cartoon-girl-vector-illustration/25110.html>
In the public domain.

Image: [Boy with baseball bat]. (n.d.). Retrieved March, 2016, from <http://www.clipartbest.com/clipart-RcG65dX5i>
In the public domain.

Image: Need your help cartoon clipart image #F1. (n.d.). Retrieved March, 2016, from http://worldartsme.com/need-your-help-cartoon-clipart.html#gal_post_56087_need-your-help-cartoon-clipart-1.jpg
In the public domain.

Image: Animated sad face clipart image #1. (n.d.). Retrieved March, 2016, from http://worldartsme.com/animated-sad-face-clipart.html#gal_post_90160_animated-sad-face-clipart-1.jpg
In the public domain.

Image: Thumbs up smiley face clip art. (n.d.). Retrieved March, 2016, from <http://www.cliparthut.com/thumbs-up-smiley-face-clip-art-clipart-ETloVb.html>
In the public domain.

Image: [Neutral face emoticon]. (n.d.). Retrieved March, 2016, from <http://www.easyfreeclipart.com/unsure-smiley-face-clip-art-at-clkercom-vector-online-clipart-98350.html>
In the public domain.