



Sample assessment task	
Year level	3
Learning area	English
Subject	Speaking and Listening
Title of task	Interview
Task details	
Description of task	Students will participate in a paired speaking and listening situation through the conducting and responding of an interview. They will take part in both roles; interviewer and interviewee. As interviewer, students will write 10 questions which they will use to interview their given partner. In the role of interviewee, they will respond to the questions asked by their partner.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to use their interaction skills through conducting and responding in an interview situation.
Assessment strategy	Interview
Evidence to be collected	Oral presentation, audio-visual
Suggested time	Two x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p><u>Language</u> <i>Language for interaction</i> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations</p> <p><u>Literacy</u> <i>Interacting with others</i> Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume</p>
Task preparation	
Prior learning	Students will have investigated different interview scenarios in order to understand their purpose, including the different roles of interviewer and interviewee. They will have discussed and considered the factors that contribute to a successful interview. Students will have had the opportunity to engage in games and activities that develop an understanding of positive speaking and listening behaviours, turn-taking and asking questions.

<b>Assessment differentiation</b>	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.
<b>Assessment task</b>	
<b>Assessment conditions</b>	This is an in-class assessment.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Poster paper</li> <li>• Audio-visual equipment, if required.</li> </ul>

## Instructions for teacher

### Lesson One (Optional)

1. Conduct a whole-class discussion on the purpose of interviews. Ask students when and where they have seen them.
2. Show students a range of suitable interviews (e.g. news, sports, current affairs, talk shows, documentaries). List the different types of interviews, noting their purpose, audience and the context.
3. List the similarities and differences between the interviews. Draw students' attention to the role of the interviewer:
  - What type of questions were asked?
  - What was their body language like?
  - Did they wait until the interviewee had finished talking before they asked the next question?
  - Did their questions show they had been listening to the responses?
  - Did the interviewer make any judgement on the responses of the interviewee?
4. Ask students what makes a successful interview. In groups of three, have students complete a *Y-Chart* on what a successful interview looks like, sounds like, feels like. Discuss these and create an A3, whole-class *Y-Chart* using the common elements. Display for future reference.
5. As a whole class, brainstorm the topics/information they would use in an interview with a friend. From this, discuss the types of questions they might ask in order to gain an understanding of what that person thinks or how they feel.

### Lesson Two (Assessment)

1. Review the *Y-Chart* and brainstormed topics from the previous lesson.
2. Assign each student a partner to interview (ensuring that each child will at some stage play the role of interviewer and interviewee).
3. Students construct a set of 10 questions for their interview, ensuring they have both open and closed questions.
4. Allow students time to practise conducting their interviews. This will allow the opportunity to become familiar with their questions, but also allow the interviewee exposure to the types of questions they will be asked. Remind students of the *Y-Chart*, outlining what makes a successful interview.
5. Paired students (the interviewer and interviewee) take turns to conduct their interviews in front of the whole class. Interview may be filmed.

## Instructions to students

### Assessment

1. Create a set of 10 questions for your interview that you will ask your partner. Make sure you have both open and closed questions.
2. Practise your interviews with your partner. Remember the *Y-Chart* and what makes a successful interview.
3. Take turns to conduct your interviews.

Sample marking key	
Description	Marks/Observations
Questions (as interviewer)	
Develops a range of open and closed questions. Questions are relevant to the topic and person, and elicit the intended response.	
Develops open and closed questions. Questions relate to the person and/or the topic.	
Develops simple, mostly closed questions. Questions may not be related specifically to the person and/or topic.	
<b>Subtotal</b>	
Description	Marks/Observations
Language skills (as interviewer)	
Uses formal speech, phrasing questions and conducting interview in a formal manner. Interacts and responds to the interviewee, e.g. thanks the interviewee for their time, clarifies responses.	
Uses some formal speech, demonstrating the understanding that an interview differs from a social conversation, e.g. a mix between formal and informal interactions.	
Uses informal language and does not interact/converse with interviewee, e.g. only reads questions written on script.	
<b>Subtotal</b>	
Description	Marks/Observations
Speaking skills (as interviewer and interviewee)	
Student may: <ul style="list-style-type: none"> <li>• use clear speech (clarity, volume, tone, pace)</li> <li>• refer to questions</li> <li>• use a range of non-verbal speaking behaviours, e.g. eye contact, facial expressions as a form of response, posture and body language.</li> </ul>	
Student may: <ul style="list-style-type: none"> <li>• use mostly clear speech (clarity and volume)</li> <li>• read from questions</li> <li>• use some non-verbal speaking behaviours, e.g. eye contact, facial expressions as a form of response, posture and body language.</li> </ul>	
Student may: <ul style="list-style-type: none"> <li>• use unclear speech (clarity and/or volume)</li> <li>• consistently read from questions</li> <li>• use minimal non-verbal speaking behaviours, e.g. eye contact, facial expressions as a form of response, posture and body language.</li> </ul>	
<b>Subtotal</b>	

Description	Marks/Observations
Listening Skills (as interviewer and interviewee )	
Student may: <ul style="list-style-type: none"> <li>• listen actively and carefully, concentrating on question or response</li> <li>• listen patiently, e.g. not interrupt, give partner time to think and respond</li> <li>• consistently use positive listening skills, demonstrating interest for the length of the interview, e.g. body language, facial expressions, posture, eye contact.</li> </ul>	
Student may: <ul style="list-style-type: none"> <li>• listen actively but not focus entirely on interviewer/interviewee</li> <li>• listen with some patience, e.g. not interrupt and/or give partner time to think and respond</li> <li>• use some positive listening skills, demonstrating interest throughout the interview, e.g. body language, facial expressions, posture, eye contact.</li> </ul>	
Student may: <ul style="list-style-type: none"> <li>• attempt to listen actively but not engage</li> <li>• interrupt, attempt to fill silences and/or not give partner time to think and respond</li> <li>• use minimal positive listening skills, e.g. body language, facial expressions, posture, eye contact.</li> </ul>	
<b>Subtotal</b>	
<b>Total</b>	