



SAMPLE ASSESSMENT TASK

PUNJABI: SECOND LANGUAGE

YEAR 6 (PRE-PRIMARY–YEAR 10 SEQUENCE)

ਮੇਰੀਆਂ ਛੁੱਟੀਆਂ ਦੀ ਯੋਜਨਾ MY HOLIDAY PLANS

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Sample assessment task

Punjabi: Second Language – Year 6

Title of task	ਮੇਰੀਆਂ ਛੁੱਟੀਆਂ ਦੀ ਯੋਜਨਾ (My holiday plans)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to free time and scheduling activities.</p> <p>In Part A, they demonstrate their skills in comprehending written text by reading a school holiday schedule in Punjabi and conveying this information through sorting jumbled sentences.</p> <p>In Part B, they demonstrate their skills in writing by designing a storyboard in Punjabi, in which they describe a fun day out and exchange information about time and activities.</p> <p>In Part C, students demonstrate their skills in speaking Punjabi by participating in an interview with their teacher to share information about their storyboard.</p>
Type of assessment	Summative
Purpose of assessment	This task aims to determine student learning at the time of the assessment. It establishes the students' ability to comprehend and convey simple statements. It also establishes their ability to write and speak in Punjabi, using simple modelled vocabulary related to hobbies and activities, to exchange basic information about aspects of their personal world.
Assessment strategy	Test or quiz – order jumbled sentences Extended response – write and design a storyboard Oral response – participate in an interview about the storyboard
Evidence to be collected	Completed task sheet Audiovisual recording of interview
Suggested time	Part A – 25 minutes Part B – 60 minutes Part C – 5 minutes

Content description

Content from the Western Australian curriculum

Communicating

Initiate interactions with teacher and peers orally and in writing to exchange information and relate experiences about free time

Participate in routine exchanges to express feelings, opinions and personal preferences

Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds

Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts

Experiment with bilingual dictionaries and/or online translators, considering the relative advantages and limitations of each resource

Understanding

Generate language for a range of purposes in simple spoken and written texts by using context-related vocabulary and elements of the Punjabi grammatical system, including:

- using different types of nouns to create simple texts
- understanding that pronouns can function as a conjunction to join two sentences; for example, ਜਿਹੜਾ, ਉਹ
- observing different forms of verbs in relation to tenses
- using adverbs in relation to time, place, cause and quantity; for example, ਮੀਤਾ ਬਾਰ-ਬਾਰ ਆਪਣੀ ਨਾਨੀ ਨੂੰ ਮਿਲਣ ਜਾਂਦੀ ਰਹਿੰਦੀ ਹੈ।
- developing an understanding that inflected postpositions change form in relation to gender and number
- using conjunctions to create text composed of compound and complex sentences
- understanding the use of past, present and future perfect tenses to create text; for example, ਨੀਤੀ ਪੜ੍ਹ ਚੁੱਕੀ ਹੈ। ਰਮੇਸ਼ ਪੜ੍ਹ ਚੁੱਕਾ ਸੀ। ਅਫਸਾਨਾ ਪੜ੍ਹ ਚੁੱਕੀ ਹੋਵੇਗੀ।

Understand how Punjabi texts use language in ways that create different effects and suit different audiences

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to scheduling
- context-related vocabulary, such as telling the time and verbs related to basic hobbies, activities, interests and experiences
- grammatical elements, such as future tense
- the textual conventions of a storyboard and an interview.

Assessment differentiation

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.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions

Task is to be completed by students working individually.

The interview will take place between the teacher (or another speaker of Punjabi) and the student.

Resources

- Task sheet
- Scissors
- Glue sticks
- Task administration script
- Bilingual dictionary
- Recording device

Instructions for teacher

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

- exposed to a variety of texts related to experiences about free time and scheduling activities
- familiar with context-related vocabulary, such as telling the time (for example, ਸਾਢੇ ਤਿੰਨ) and verbs related to basic hobbies, activities, interests and experiences (for example, ਖੇਡਾਂ, ਘੋੜ-ਸਵਾਰੀ, ਕਲਾ, ਦਸਤਕਾਰੀ)
- taught grammatical elements, such as future tense; for example, ਮੈਂ ਫੁਟਬਾਲ ਖੇਡਣ ਜਾਵਾਂਗਾ।
- exposed to the textual conventions of a storyboard and an interview and given the opportunities to practise them.

Activities to scaffold the task

Provide sufficient opportunities for students to engage in language practice and writing activities to help them internalise the language, skills and cultural knowledge they need for this task, such as:

- practising telling the time in Punjabi
 - Use the task storyboard and apply it to their own daily school routine.
 - Play oral time-telling games, such as ‘What’s the time, Mr Wolf?’, in Punjabi.
 - Use a blank board game filled with random times and take turns rolling a die. When a student lands on a square, they state the time on the square in Punjabi.
 - Use a bingo grid board filled with random times in Arabic numerals. Students cross off times on their board that match the time called out by the teacher in Punjabi. When a student completes a row, they yell the word ਦੇ ਵਜੇ! (time!) in Punjabi.
 - Go on a time scavenger hunt. Post written times within a space with a boundary, such as the school quadrangle. Students find the time phrases and record the matching time on their recording sheet.
- using vocabulary related to basic hobbies and free-time activities
 - Make an online quiz game for students to match action photographs with the correct Punjabi phrase.
 - Play ‘Would you rather ...?’ as a warm-up. Present two free-time activities or hobbies on the whiteboard in Punjabi and allow students to select and discuss.
 - Use a blank board game filled with hobby/free-time activity pictures. When a student lands on a square, they state the name of the hobby/activity in Punjabi.
 - Play charades with pictures related to hobbies and free-time activities.
 - Build vocabulary in class by creating a class dictionary (Appendix 1). When students learn a new phrase or word, they log it in the dictionary.
- using the future tense by talking about the future
 - Create a storyboard depicting a routine of their future self; for example, future self as a high school student next year, future self as a chef, future self at university or future self as a parent.
 - Play the Chair game. Label two chairs, one with ਮੈਂ ਜਾਣਾ ਚਾਹੁੰਦਾ ਹਾਂ। and the other with ਮੈਂ ਜਾਵਾਂਗਾ। Students take turns choosing a chair and constructing a sentence about the future

as they sit in the chair. Other students guide the student to the correct chair if they make a mistake.

- Plan a vacation. Students choose a country they would like to visit and make a list of things they want to do in this country, using the future tense in Punjabi.

Task

Part A: ਸਕੂਰਾ ਕੀ ਕਰੇਗੀ? (What will Sakura do?)

For Part A, students sort the jumbled sentences to reveal Sakura's school holiday schedule.

Provide each student with the task sheet, a pair of scissors and a glue stick. Read the task instructions to them.

Allow the students approximately 25 minutes to complete the task.

On completion, ask students to check their results, either with a partner or with the teacher, by reading aloud Sakura's school holiday schedule.

Part B: ਮੇਰੀਆਂ ਮਜ਼ੇਦਾਰ ਛੁੱਟੀਆਂ (My fantastic holiday)

Students design a storyboard about a fun day.

Provide them with the storyboard template and read the instructions to them.

Students write eight captions in full sentences, using ਕਰਾਂਗਾ or ਮੈਂ ਚਾਹੁੰਦਾ ਹਾਂ, each of which describes the time and one activity they wish to do as part of their fun day from the time they wake up to the time they go to bed. They write a different caption in each of the eight panels, then illustrate each panel of the storyboard to show what is happening.

Allow students to use a bilingual dictionary or class-made dictionary to look up unfamiliar words.

Inform students that they have approximately 60 minutes to complete the task.

Instructions for formatting the storyboard

- The storyboard template can be printed onto A3 paper to allow more space for students to draw and write.
- Alternatively, students may like to change the layout and size of the panels to suit their story. In this case, they should cut and paste the panels onto their individually created template or redraw what they need, and ensure they have eight panels to complete their story.

Part C: ਮੇਰੀਆਂ ਮਜ਼ੇਦਾਰ ਛੁੱਟੀਆਂ ਬਾਰੇ ਗੱਲਬਾਤ (An interview of my fantastic holiday)

Students engage in an interview with the teacher, sharing opinions about the free-time activities they chose to depict in their storyboard.

For this task, students will need to bring their completed storyboard to the interview.

The script provides the structure of the oral interview with the student.

Task administration script

Teacher: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ਜੀ!

Student: (Student responds to the greeting.)

Teacher: ਤੁਸੀਂ ਸਵੇਰੇ ਕਿੰਨੇ ਵਜੇ ਉਠੇਗੇ?

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

Teacher: [Randomly selects a time written in one of the captions]
ਤੁਸੀਂ ਕਹਾਣੀ ਵਿੱਚ ਕੀ ਕਰਨ ਜਾ ਰਹੇ ਹੋ?

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

Teacher: ਕਿਉਂ?

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

Teacher: ਤੁਸੀਂ ਕਿੰਨੇ ਵਜੇ ਸੌਣ ਜਾਓਗੇ?

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

Teacher: ਬਹੁਤ ਵਧੀਆ!

Student: (Student ends interview with a phrase of leave-taking.)

Instructions to students

ਮੇਰੀਆਂ ਛੁੱਟੀਆਂ ਦੀ ਯੋਜਨਾ (My holiday plans)








Part A: ਸਕੂਰਾ ਕੀ ਕਰੇਗੀ? (What will Sakura do?)

(7 marks)

Sakura has a busy holiday schedule planned. The sentences below tell you what activities she plans to do every day during the school holidays, but they seem to be jumbled. See if you can work out what she plans to do each day by cutting out the sentences and pasting them against the correct time and activity picture.

ਸਕੂਰਾ ਨੇ ਆਪਣੀਆਂ ਛੁੱਟੀਆਂ ਦੀ ਵਿਉਂਤਬੰਦੀ ਬਣਾਈ ਹੈ।

ਹੇਠਾਂ ਦਿੱਤੇ ਹੋਏ ਵਾਕ ਬੇਤਰਤੀਬ ਹਨ, ਜੋ ਕਿ ਉਸ ਦੀਆਂ ਛੁੱਟੀਆਂ ਦੇ ਰੁਝੇਵਿਆਂ ਬਾਰੇ ਦੱਸ ਰਹੇ ਹਨ। ਵਾਕਾਂ ਨੂੰ ਕੱਟ ਕੇ ਸਾਰੇ ਰੁਝੇਵਿਆਂ ਨੂੰ ਸਹੀ ਸਮੇਂ ਅਤੇ ਤਸਵੀਰ ਦੇ ਸਾਹਮਣੇ ਚਿਪਕਾ ਕੇ ਉਸਦੀ ਵਿਉਂਤਬੰਦੀ ਦੀ ਤਰਤੀਬ ਨੂੰ ਸਹੀ ਕਰੋ।

1. 8:00		
2. 10:00		
3. 10:45		
4. 1:30		
5. 2:15		
6. 6:30		
7. 9:00		

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ਮੈਂ ਪੌਣੇ ਗਿਆਰਾਂ ਵਜੇ ਆਪਣੀ ਦਾਦੀ ਜੀ ਨੂੰ
ਮਿਲਣ ਜਾਵਾਂਗੀ।

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ਮੈਂ ਡੇਢ ਵਜੇ ਇੱਕ ਕਿਤਾਬ ਪੜ੍ਹਾਂਗੀ।

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ਮੈਂ ਸਵਾ ਦੋ ਵਜੇ ਖੇਡਣ ਜਾਵਾਂਗੀ।

ੴ

ਮੈਂ ਰਾਤ ਨੂੰ ਨੌਂ ਵਜੇ ਸੌਣ ਜਾਵਾਂਗੀ।

ੴ

ਮੈਂ ਸਵੇਰੇ ਅੱਠ ਵਜੇ ਉਠਾਂਗੀ।

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ਮੈਂ ਸਾਢੇ ਛੇ ਵਜੇ ਖਾਣਾ ਬਣਾਵਾਂਗੀ।

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ਮੈਂ ਦਸ ਵਜੇ ਸੰਗੀਤ ਸੁਣਾਂਗੀ।

Part B: ਮੇਰੀਆਂ ਮਜ਼ੇਦਾਰ ਛੁੱਟੀਆਂ (My fantastic holiday)

(15 marks)

Design a storyboard about a Free day fun day to entertain your peers and younger audiences.

You have one free day in which to schedule any activities you choose.

You will be provided with the storyboard template, or you can create your own with the same number of panels.

Complete the eight panels of the storyboard in Punjabi by writing captions describing the activity.

Don't forget to add the time you plan to do each activity; for example, ਮੈਂ ਸਵੇਰੇ ਅੱਠ ਵਜੇ ਉੱਠਦੀ ਹਾਂ।

Aim to write eight sentences which describe what you would like to do from the time you wake up to the time you go to bed.

Then finish the story by illustrating each panel of the storyboard.

Look up any unfamiliar vocabulary in a dictionary.

You will have approximately 60 minutes to complete the task.

Part C: ਮੇਰੀਆਂ ਮਜ਼ੇਦਾਰ ਛੁੱਟੀਆਂ ਬਾਰੇ ਗੱਲਬਾਤ (An interview about my fantastic holiday)

(12 marks)

You will need to bring your completed storyboard for this task. Your teacher will ask you some questions about your storyboard.

Respond to the questions in Punjabi the best you can.

ਮੇਰੀਆਂ ਮਜ਼ੇਦਾਰ ਛੁੱਟੀਆਂ

Sample marking key

Part A: ਸਕੂਰਾ ਕੀ ਕਰੇਗੀ? (What will Sakura do?)

Description	Marks
Question 1	
ਮੈਂ ਸਵੇਰੇ ਅੱਠ ਵਜੇ ਉਠਾਂਗੀ।	1
Subtotal	/1
Question 2	
ਮੈਂ ਦਸ ਵਜੇ ਸੰਗੀਤ ਸੁਣਾਂਗੀ।	1
Subtotal	/1
Question 3	
ਮੈਂ ਪੌਣੇ ਗਿਆਰਾਂ ਵਜੇ ਆਪਣੀ ਦਾਦੀ ਜੀ ਨੂੰ ਮਿਲਣ ਜਾਵਾਂਗੀ।	1
Subtotal	/1
Question 4	
ਮੈਂ ਡੇਢ ਵਜੇ ਇੱਕ ਕਿਤਾਬ ਪੜ੍ਹਾਂਗੀ।	1
Subtotal	/1
Question 5	
ਮੈਂ ਸਵਾ ਦੋ ਵਜੇ ਖੇਡਣ ਜਾਵਾਂਗੀ।	1
Subtotal	/1
Question 6	
ਮੈਂ ਸਾਢੇ ਛੇ ਵਜੇ ਖਾਣਾ ਬਣਾਵਾਂਗੀ।	1
Subtotal	/1
Question 7	
ਮੈਂ ਰਾਤ ਨੂੰ ਨੌਂ ਵਜੇ ਸੌਣ ਜਾਵਾਂਗੀ।	1
Subtotal	/1
Part A total	/7

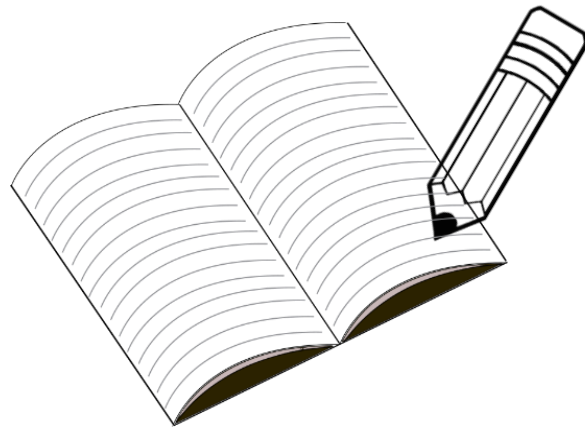
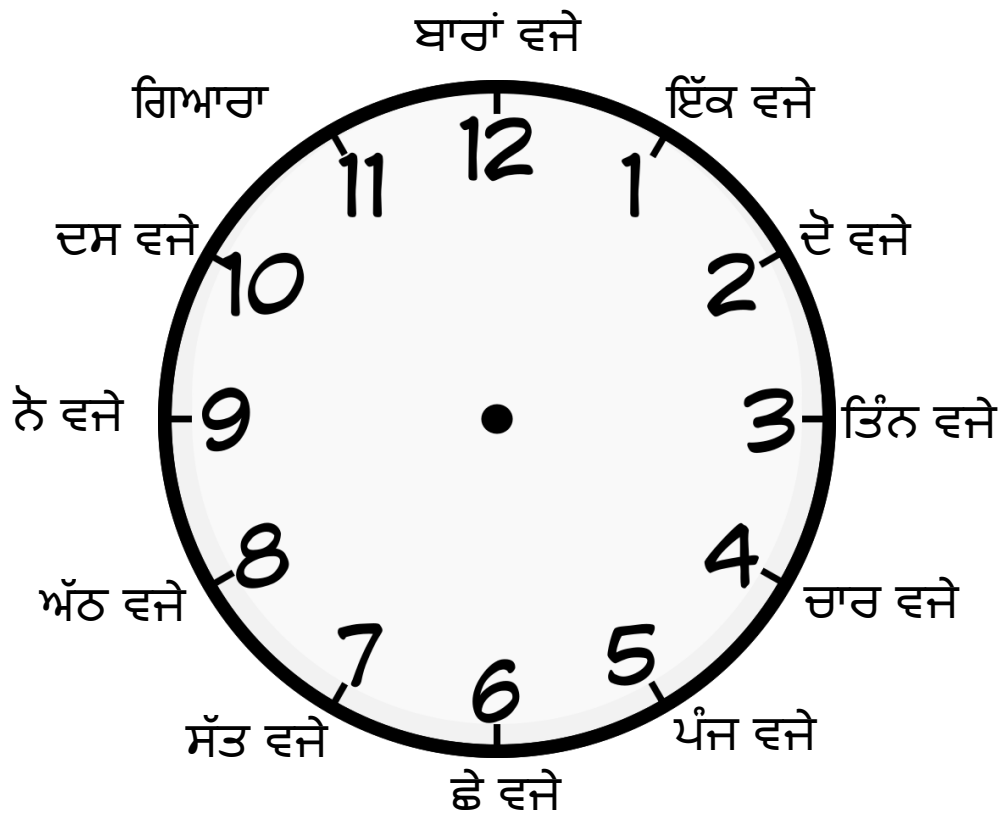
Part B: ਮੇਰੀਆਂ ਮਜ਼ੇਦਾਰ ਛੁੱਟੀਆਂ (My fantastic holiday)

Description	Marks
Content	
Writes the text of a storyboard about their fun day schedule, with a caption to contextualise each panel. Includes relevant details in writing, and in supporting illustrations to engage the reader.	3
Writes a storyboard about their fun day schedule, with attempts at contextualising panels with captions and speech/thought bubbles to support illustrations. Includes some details in written and visual forms to engage the reader.	2
Makes limited attempts at writing and illustrating a storyboard.	1
Subtotal	/3
Grammar	
Uses a range of sentences with correct sentence structures most of the time. Uses future tense and time clauses successfully.	3
Uses structures that satisfy the requirements of the task. Structures are mostly repetitive. Use of future tense and/or time clauses are sometimes unsuccessful, though the intended meaning is clear.	2
Displays limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	/3
Vocabulary	
Uses relevant vocabulary. Spelling is mostly correct, including the use of particles.	3
Uses some variety of vocabulary that is generally relevant. Displays some inconsistency with spelling but meaning is clear. Attempts to use particles correctly.	2
Displays limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	/3
Text type and sequencing	
Successfully writes a storyboard, including statements or captions, time clauses and images. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a storyboard. Sequences information to some extent.	2
Uses some of the key conventions of a storyboard. Shows some consideration of the audience. Limited organisation impedes the flow and comprehension.	1
Subtotal	/3
Support	
Effectively uses a bilingual dictionary and/or resources independently.	3
Requires some teacher support in accessing a bilingual dictionary and/or other resources.	2
Requires significant support to complete the task.	1
Subtotal	/3
Part B total	/15

Part C: ਮੇਰੀਆਂ ਮਜ਼ੇਦਾਰ ਛੁੱਟੀਆਂ ਬਾਰੇ ਗੱਲਬਾਤ (An interview about my fantastic holiday)

Description	Marks
Content	
Presents comprehensive information, ideas and opinions. Offers some supporting details.	3
Conveys a satisfactory amount of information and number of opinions. Attempts to give supporting details.	2
Communicates some relevant information.	1
Subtotal	/3
Grammar and vocabulary	
Uses a good range of vocabulary and both simple and compound sentences, mostly accurately. Use of future tense is mostly successful. Errors usually appear in more complex structures.	3
Uses a sufficient range of vocabulary to communicate information. Sentences are generally simpler but occasionally compound sentences are attempted. Errors are present, but responses are mostly accurate, and meaning is clear.	2
Uses a limited range of vocabulary and often gives one-word responses. Offers occasional short phrases but meaning is not always clear.	1
Subtotal	/3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Displays some inconsistency in pronunciation and intonation, but meaning is clear.	2
Displays inaccurate pronunciation, impeding comprehension at times.	1
Subtotal	/3
Interaction and fluency	
Largely comprehends second speaker, including rephrasing. Readily offers responses and speech flows well. Asks for repetition where question is misunderstood. Some self-correction occurs.	3
Speaks with some confidence, though is hesitant at times. Attempts to ask for repetition or clarification but requires some support from the second speaker. Attempts at self-correction are made.	2
Hesitates and pauses frequently. Requires considerable support from the second speaker, and conversation is directed by the second speaker.	1
Subtotal	/3
Part C total	/12
Total	/34

Appendix 1: Class dictionary



_____ ਦਾ ਸ਼ਬਦ ਕੋਸ਼

Aa

Bb

Cc

Dd

Uu Vv Ww Xx Yy Zz

Qq

Rr

Ss

Tt

Ee

Ff

Gg

Hh

li

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Acknowledgements

Part 1: What will Sakura do?

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Appendix 1: Class dictionary

Adapted from: purzen. (2009). *Clock Face* [Vector]. Retrieved October, 2023, from <http://openclipart.org/detail/28499/clock-face>

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