



Sample assessment task	
Year level	5
Learning area	Languages
Subject	Chinese: Second Language
Title of task	我的家 <i>wǒ de jiā</i> (My home)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary and grammatical structures related to their home.</p> <p>In Part A they also demonstrate their skills in comprehending written text by matching the English words to the Chinese equivalent of rooms in the house.</p> <p>In Part B they demonstrate their skills in writing Chinese producing at least five sentences about their home.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It also establishes information on their ability to comprehend written text, conveying understanding by matching Chinese and English equivalent words. It also establishes information about their ability to write Chinese characters, as they write sentences about their home, using simple modelled descriptive and expressive language.
Assessment strategy	Short response – match vocabulary items and write short responses
Evidence to be collected	Completed task sheet
Suggested time	Part A – 15 minutes Part B – 20 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大; 我的花园很漂亮; 我喜欢看书</p> <p>Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example, 我的卧室很小, 里面有一张白色的书桌, 一把黑色的椅子和一张蓝色的床</p> <p>Gather and compare information and supporting details from a range of spoken and visual texts related to personal and social worlds</p>

Content description	
	<p>Understanding</p> <p>Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Recognise and use grammatical features to form simple sentences, including:</p> <ul style="list-style-type: none"> • nouns 卫生间, 公园 • adjectives 好, 坏, 大, 小 • numbers • using the joining word 和 • using measurement words 一间卧室; 两把椅子.
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary and grammatical structures including: <ul style="list-style-type: none"> ▪ nouns for rooms of a house, for example, 浴室, 客厅 ▪ adjectives, for example, 好, 坏, 大, 小 ▪ using measurement words ▪ describing objects, for example, 我的房间很大; 我的花园很漂亮 • the textual conventions of a plan.
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	Task is to be completed by students working individually.
Resources	Task sheet

Instructions for teacher

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

- taught context-related vocabulary and grammatical structures, including:
 - nouns for rooms of a house, for example, 浴室, 客厅
 - adjectives 好, 坏, 大, 小
 - using measurement words
 - describing objects, for example, 我的房间很大; 我的花园很漂亮
- taught the textual conventions of a plan, and provided with opportunities to practise them.

Task

Part A: My home

Provide students with Part A of the task.

Students draw lines to match the Chinese words related to houses to their English equivalent.

Advise students that they have 15 minutes to complete the task.

Part B: My home

Students will have drawn a floor plan of their house labelled in English, prior to completing Part B.

Provide students with Part B of the task.

Students write at least five sentences in Chinese describing their house. Students use Chinese characters where they can and *pinyin* where necessary.

Advise students that they have 20 minutes to complete the task.

Sample sentences

Simple description of your house, for example, wǒ de jiā hěn dà 我的家很大。; wǒ de jiā hǎo piào liang 我的家好漂亮。

Location of rooms in your house, for example, kètīng zài fàntīng de zuǒbian 客厅在饭厅的左边。 wǒ de fángjiān zài chúfáng de hòumian 我的房间在厨房的后面。

How many rooms/areas you have, for example, wǒ de jiā yǒu sāngèfáng jiān 我的家有三个房间。

Your favourite/least favourite room/area, for example, wǒ xǐ huan kè tīng 我喜欢客厅。 kè tīng hěn dà 客厅很大。

Instructions to students

我的家 My Home

Part A: 我的家 My home

Draw a line to match the English to the Chinese. Then draw a floor plan of your house on a blank A4 piece of paper. Label it in Chinese.

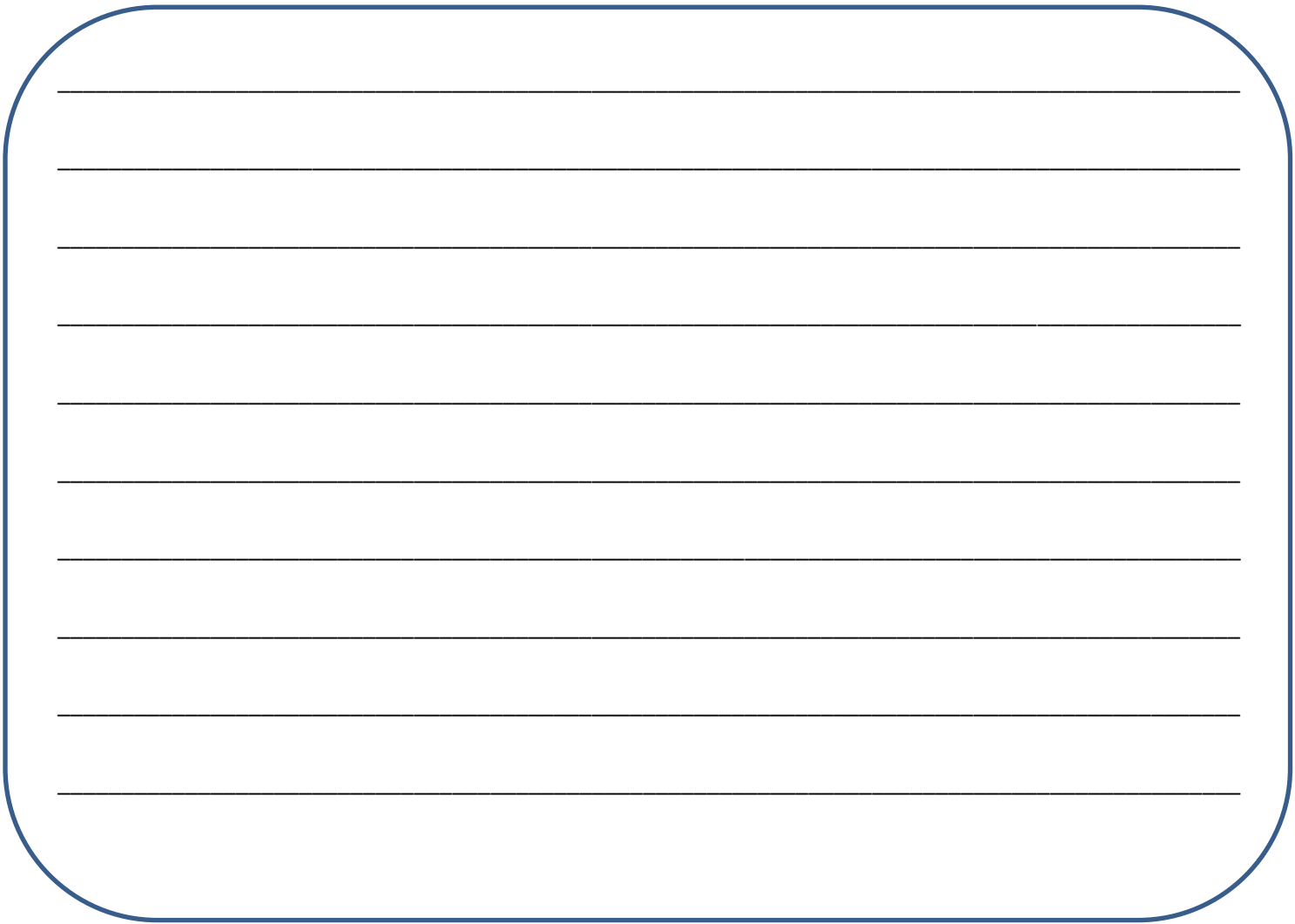
- | | | |
|-------------------|---|---------------------|
| 1. Kitchen | • | • yùshì
浴室 |
| 2. Toilet | • | • kètīng
客厅 |
| 3. Bathroom | • | • chēfáng
车房 |
| 4. Laundry | • | • fàntīng
饭厅 |
| 5. Living room | • | • xǐshǒujiān
洗手间 |
| 6. Dining room | • | • huāyuán
花园 |
| 7. Room | • | • chúfáng
厨房 |
| 8. Garage/carport | • | • fángjiān
房间 |
| 9. Garden | • | • xǐyīfáng
洗衣房 |

Part B: 我的家 My home

Write at least five sentences in Chinese describing your house.

You might like to talk about:

- how many rooms you have
- the location of rooms in your house, or
- your favourite rooms in the house.



A large rounded rectangular box with a blue border, containing ten horizontal lines for writing.

Sample marking key

Part A: 我的家 My home

Description		Marks
1.	chúfáng 厨房 kitchen	1
2.	xǐshǒujiān 洗手间 toilet	1
3.	xǐyīfáng 洗衣房 bathroom	1
4.	xǐshǒujiān 洗手间 laundry	1
5.	kètīng 客厅 living room	1
6.	fàntīng 饭厅 dining room	1
7.	fángjiān 房间 room	1
8.	chēfáng 车房 garage	1
10.	huāyuán 花园 garden	1
Subtotal		10
Part A total		10

Part B: 我的家 My home

Description		Marks
Content descriptions		
The content is relevant and comprehensive, showing some sophistication in the writing.		4
The content is relevant and covers a range of aspects within the topic.		3
The content is generally relevant and covers a range of aspects within the topic.		2
The content is limited in scope and relevance.		1
Subtotal		4
Grammar and language use		
Demonstrates knowledge of a variety of vocabulary items, and language structures.		4
Demonstrates some knowledge of a variety of vocabulary items and structures.		3
Demonstrates some knowledge of vocabulary items and language structures.		2
Demonstrates elementary knowledge of vocabulary and language structures.		1
Subtotal		4
Organisation		
Organises information and ideas coherently and effectively throughout.		4
Organises information and ideas following a logical sequence.		3
Organises information and ideas with some coherence.		2
Information and ideas are disjointed with little attempt to organise or sequence them.		1
Subtotal		4
Part B total		12
Total		21