



Sample assessment task	
Year level	2
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Quel temps fait-il ?</i> (The weather)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to events in the day and over the year, and specifically weather.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text by identifying and connecting phrases about weather conditions to images and numbers.</p> <p>In Part B they demonstrate their skills in speaking French by presenting their weather report to the class.</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 text and convey simple statements. It also establishes information on their ability to speak in French, using descriptive language, to exchange information about the weather in four French cities.
Assessment strategy	<p>Short response – listen for information in spoken text</p> <p>Oral performance – present a weather report</p>
Evidence to be collected	<p>Completed task sheets</p> <p>Map with symbols and phrases for weather report</p> <p>Audio visual recording of weather report</p>
Suggested time	<p>Part A – 30 minutes</p> <p>Part B – 20 minutes preparation and 3 minutes for presentation</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year</p> <p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p> <p>Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language</p> <p>Understanding</p> <p>Experiment with the pronunciation of vowel combinations <i>ou, eu, au</i></p> <p>Recognise and begin to write high-frequency words and expressions in familiar contexts</p>

	<p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • understanding the French subject-verb-object structure, for example, <i>Ma famille est grande; Il a deux amies</i> and the different patterns of adjective-noun order with some common adjectives coming before and some coming after the noun, for example, <i>le grand chien; la jolie fille; le papillon rose</i> • noticing definite and indefinite articles in singular or plural forms, for example, <i>la fille, le concert, les croissants; un chapeau; une chaise; des amis</i>, including the <i>l'</i> form for nouns beginning with a vowel or letter <i>h</i>, for example, <i>l'hiver, l'école</i> • developing number knowledge for ordinal numbers, for example, <i>premier, deuxième</i> • developing language related to time (hour), months of year and days of week, for example, <i>Il est dix heures; Mardi je vais à l'école; C'est le vingt mars</i> • using singular forms of common verbs in the present tense, for example, <i>Je suis chinois; Tu as trois frères; Il aime le football; Papa est grand</i>, and some forms of irregular verbs such as <i>aller, venir</i> and <i>faire</i> • using simple questions and statements, for example, <i>Qu'est-ce que c'est ?; Qui est-ce ?</i> <p>Understand that language is organised as 'text', that takes different forms and uses different structures and features to achieve its purpose.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts that relate to weather reports • context-related vocabulary, including a range of expressions relating to weather • elements of grammar, including: using singular forms of common verbs in the present tense; understanding the French subject-verb-object structure; noticing definite and indefinite articles in singular or plural forms, greetings and numbers • the textual conventions of a weather report.
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>Task is to be completed by students working individually.</p>
Resources	<p>Task sheet Transcript of spoken text Map of France including major cities Poster of useful weather phrases Recording device</p>

Instructions for teacher

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

- exposed to a variety of text types including weather charts, television weather reports, both written and spoken
- taught context-related vocabulary
- taught some first elements of grammar, including:
 - singular forms of common verbs in the present tense
 - the French subject-verb-object structure
 - the definite and indefinite articles in singular or plural forms
 - greetings and numbers
- taught the textual conventions of a weather report, and provided with opportunities to practise them.

Task

Part A: Quel temps fait-il ?

Students listen to a series of phrases by the teacher related to weather forecast. They locate the image that represents the phrase they have heard, allocate it the number that the teacher has stated, and then match the image with the correct weather phrase, provided in a list of phrases.

Please note, weather phrases are not sequential in order.

Task administration script

READ ALOUD

1. Il fait beau.

Read the phrase a second time.

Pause for students to write their responses.

READ ALOUD

2. Il y a des nuages.

Read the phrase a second time.

Pause for students to write their responses.

READ ALOUD

3. Il neige.

Read the phrase a second time.

Pause for students to write their responses.

READ ALOUD

4. Il y a du vent.

Read the phrase a second time.

Pause for students to write their responses.

READ ALOUD

5. Il fait chaud.

Read the phrase a second time.

Pause for students to write their responses.

READ ALOUD

6. Il pleut.

Read the phrase a second time.

Pause for students to write their responses.

READ ALOUD

7. Il fait froid.

Read the phrase a second time.

Pause for students to write their responses.

READ ALOUD

8. Il y a des oranges.

Read the phrase a second time.

Pause for students to write their responses.

Part B: Weather report presentation

Provide each student with a map of France, with the major cities identified, a set of weather images and phrases.

Students select four cities and four weather images. They then select the four weather phrases that describe the weather for that day in that city.

During the weather report presentation, students attach the weather image and phrase on the map of France, alongside the French city for which they are giving their report.

Advise students that, in their presentation, they should include a phrase of introduction and leave taking.

Provide students with opportunities to practise their weather report with a classmate.

Instructions to students

Quel temps fait-il ?

Part A: Quel temps fait-il ?

Listen carefully as your teacher reads out eight phrases about the weather.

Find the picture that matches what you have heard and write that number in the space provided.

Then, choose a phrase that matches the picture, from those listed in the box, and write it above the picture.

Choose from these phrases:

Il neige

il pleut

il y a des nuages

il fait chaud

il fait beau

il y a du vent

il fait froid

il y a des orages

<p>Nombre _____</p> <p>_____</p> 	<p>Nombre _____</p> <p>_____</p> 
<p>Nombre _____</p> <p>_____</p> 	<p>Nombre _____</p> <p>_____</p> 
<p>Nombre _____</p> <p>_____</p> 	<p>Nombre _____</p> <p>_____</p> 
<p>Nombre _____</p> <p>_____</p> 	<p>Nombre _____</p> <p>_____</p> 

9. Aujourd'hui il fait: _____

Image acknowledgements

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Part B: Weather report presentation

Your job as weather presenter today is to tell your teacher (or your class) what the forecast will be for four cities in France.

Your teacher will provide you with a map of France, with the major cities identified, and a set of weather images and weather phrases.

Select four cities and a weather image for each one. Then, select a phrase that matches the weather image you have selected, so that you will be able to describe the weather for that day, in that city.

Practise your weather report with a classmate. Don't forget to use greetings at the beginning and end of your report.

When you are ready, the teacher will ask you to present your weather report.

Sample marking key

Part A: Quel temps fait-il ?

Description	Marks
Question 1	
8	1
Il y a des orages.	1
Subtotal	2
Question 2	
4	1
Il y a du vent.	1
Subtotal	2
Question 3	
2	1
Il y a des nuages.	1
Subtotal	2
Question 4	
3	1
Il neige.	1
Subtotal	2
Question 5	
5	1
Il fait chaud.	1
Subtotal	2
Question 6	
7	1
Il fait froid.	1
Subtotal	2
Question 7	
1	1
Il fait beau.	1
Subtotal	2
Question 8	
6	1
Il pleut.	1
Subtotal	2
Question 9	
Provides a weather phrase that indicates the current weather.	1
Subtotal	1
Part A total	17

Part B: Weather report presentation	
Description	Marks
Content	
Information is presented with confidence.	3
A satisfactory amount of information is conveyed.	2
Little relevant information is communicated.	1
Subtotal	3
Description	Marks
Grammar and vocabulary	
A good range of vocabulary and grammatical elements are used mostly accurately.	3
Sufficient range of vocabulary is used to communicate information. Errors in grammatical structures are present but responses are mostly accurate and meaning is clear.	2
Limited range of vocabulary and one word responses often given. Occasional short phrases are offered but meaning is not always clear.	1
Subtotal	3
Description	Marks
Support	
Effectively uses a resources independently.	3
Requires some support in accessing resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to complete the task.	1
Subtotal	3
Description	Marks
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Some inconsistency with pronunciation and intonation but meaning is clear.	2
Inaccurate pronunciation impedes comprehension at times.	1
Subtotal	3
Part C total	12
Total	29