Sample assessment task

Year level	3
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	*Binatang kesayangan saya* (My pet)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to describing animals and sharing things that they like.
	In Part A they also demonstrate their skills in speaking Indonesian by interacting with their teacher to describe a pet gecko model they have made as a stimulus, and responds to the teachers questions.
	In Part B they demonstrate their skills in writing a description of a dog and what it likes, based on a series of stimulus pictures.
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 use simple descriptive or expressive modelled language to exchange information about a pet gecko model. It also establishes information on their ability to write in Indonesian, descriptive sentences about a dog, and the things that the dog likes.
Assessment strategy	Oral performance – participate in an interview
	Short response – write a description
Evidence to be collected	Completed task sheet
	Audio visual recording of interview
Suggested time	Part A – 1-2 minutes
	Part B –20 minutes

Content description

Content from the Western Australian Curriculum	**Communicating**
	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures to exchange information about family members
	Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts
	Understanding
	Recognise and reproduce pronunciation conventions, making connections between Indonesian and English sounds, for example, *c* (*ch*); *g* is the hard *g* in 'gum' but never soft as in 'germ'; *k* is a soft sound if it appears at the end of a word as in *tidak, kakak*
	Recognise and write high-frequency words and expressions in familiar contexts
	Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
	• describing people and animals using pronouns, gender and adjectives, for example, *dia, Teman saya baik hati; Kucing saya lucu dan kecil*
	• describing quantity using cardinal numbers, for example, *puluh, ratus* and ordinal

	numbers using *ke*-prefix
	• describing actions using simple base verbs, for example, *tinggal, bermain, berjalan, berenang, berselancar*
	• recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences.

Task preparation

Prior learning	Students have prior knowledge of and exposure to:
	• context-related vocabulary and grammatical items, including: giving a physical description, for example, *Anjing ini punya mata biru*; *Cicak ini panjangnya 10 cm*; *Kucing itu berwarna hitam dan putih*; discussing likes and dislikes, for example, *Anjing suka jalan-jalan*; *Burung suka* menyanyi; measuring weight and length, for example, *Cicak saya panjangnya 15 senti*. *Cicak saya beratnya 200 gm*
	• the textual conventions of an interview and a description.
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	The interview in Part A will take place between the teacher (or another speaker of Indonesian) and the student.
	Part B is to be completed by students working individually.
Resources	Task sheet
	Materials for making a gecko model
	Kitchen scales and a tape measure
	Transcript of spoken text
	Recording device

Instructions for the teacher:

Prior to administering the task, the students will need to be:
- taught context-related vocabulary and grammatical items, including:
  - giving a physical description, for example, *Anjing ini punya mata biru*; *Cicak ini panjangnya 10 cm*; *Kucing itu berwarna hitam dan putih*
  - discussing likes and dislikes, for example, *Anjing suka jalan-jalan*; *Burung suka menyanyi*
  - measuring weight and length, for example, *Cicak saya panjangnya 15 senti. Cicak saya beratnya 200 gm*
- taught the textual conventions of an interview and a description, and provided with opportunities to practise them.

Task

Part A: Ini cicak saya

Prior to completing Part A students are to make a model of a gecko. This model may be made from salt dough, papier-mâché or recycled materials.

Provide students with Part A of the task.

Students participate in an interview with the teacher to give a short oral description of their gecko model. The teacher then asks them two questions about their model. The students will be asked one out of a pair of questions.

For the interview, the students are to have their model with them. A tape measure and scales for the student to use to measure or weigh their model gecko should be made available to them.

Task administration script

READ ALOUD

Please show me your gecko model.
Now I will ask you some questions.
Please answer the questions that I ask you in Indonesian and give as much information as you can in your answer.
Siapa nama cicak kamu?

Give the student adequate time to respond.

READ ALOUD

Berapa umur cicak kamu?

Give the student adequate time to respond.

READ ALOUD

Cicka kamu seperti apa?
OR
Bagaimana cicak kamu?

Give the student adequate time to respond.

READ ALOUD

Cicak kamu suka apa?

Give the student adequate time to respond.

READ ALOUD

| *Berapa panjang cicak kamu?* |
| OR |
| *Berapa berat cicak kamu?* |

Give the student adequate time to respond.

READ ALOUD

| *Cicak kamu suka makan apa?* |
| OR |
| *Cicak kamu sedang apa?* |

Give the student adequate time to respond.

READ ALOUD

| *Terima kasih.* |
| You may now return to your desk. |

Part B: Description

Provide students with Part B of the task.

Students write a description of the stimulus picture of a dog and the things that he/she likes.

In the two boxes ask them to add their own drawings to the stimulus picture.

Allow students 20 minutes to complete this part of the task.

Task administration script

READ ALOUD

| Please look at the task sheet. There is a picture of a dog and there are pictures of the things that the dog likes. In the two boxes draw pictures of two other things that the dog likes. |
| Then, write a description of the dog and the things that he/she likes in Indonesian. |
| Include information on the dog's name, age, what he/she looks like, things that he/she likes and two sentences to describe the things that you have drawn in the boxes. |
| |
| You have 20 minutes to complete this task. |

Instructions to the students

Binatang kesayangan saya

Part A: Ini cicak saya

Using the model gecko you made, describe your pet gecko to your teacher.

Make sure you include the following information about your gecko:

- its name
- age
- what the gecko looks like
- things that the gecko likes.

The teacher will ask you some questions about your gecko, and you will answer in Indonesian.

Part B: Description

Look at the pictures below. There is an image of a dog, and alongside the dog are images of things that the dog likes. There are also two empty boxes in which you may draw two other things that the dog likes.

Write in Indonesian about the dog and the things that the dog likes.

Include the following information:

- the dog's name
- its age
- the things that it likes
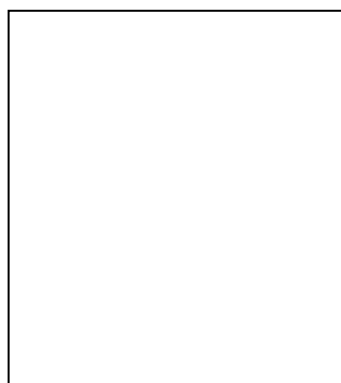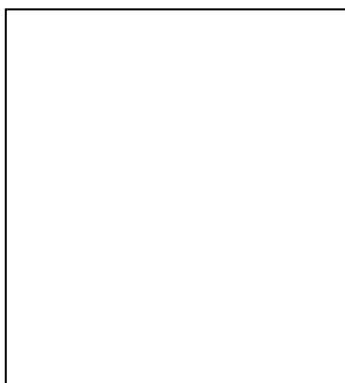- other information that relates to what you have drawn in the boxes.

Image acknowledgements

Pug: https://pixabay.com/en/the-pug-dog-pet-animals-animal-827792/
Sun: https://pixabay.com/en/sun-weather-weather-forecast-sunny-157126/
Orange cat: https://pixabay.com/en/cat-animal-feline-kitty-orange-161284/
Green birthday cake: https://commons.wikimedia.org/wiki/File:Five_candle_cake.jpg (Tournesol; used under Creative Commons Attribution-ShareAlike 3.0 Unported licence)
Soccer ball: www.clipartbest.com/clipart-RiAAbKXrT

All images retrieved March, 2016.

Sample marking key

Part A: Ini cicak saya

Description	Marks
Content	
Responds to the teacher's question by accurately stating the name of their gecko.	1
Responds to the teacher's question by accurately stating the age of their gecko.	1
Responds to the teacher's question by accurately stating what their gecko looks like.	1
Responds to the teacher's question by accurately stating the things that their gecko likes.	1
Responds to the teacher's question by accurately stating the length of their gecko, or the weight of their gecko.	1
Responds to the teacher's question by accurately by stating what their gecko likes to eat, or what their gecko is doing.	1
Subtotal	**6**

Description	Marks
Grammar and vocabulary	
A good range of vocabulary and grammatical elements are used mostly accurately.	3
A 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
A limited range of vocabulary and one word responses are often given. Occasional short phrases are offered, but meaning is not always clear.	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 makes meaning unclear.	1
Subtotal	**3**
Part A total	**12**

Part B: Description

Description	Marks
Content	
Provides a name for the dog.	1
States the dog's age.	1
Writes that the dog likes soccer.	1
Writes that the dog likes cake.	1
Writes that the dog likes cats.	1
Writes that the dog likes sunshine/sun/sunny days/summer.	1
Writes one other thing that the dog likes [1], to correspond with the image drawn in the first box. [1]	1+1
Writes one other thing that the dog likes [1], to correspond with the image drawn in the second box. [1]	1+1
Subtotal	**10**

Description	Marks
Grammar	
Writes simple sentences and applies grammatical elements accurately.	3
Writes simple sentences and applies grammatical elements with some accuracy.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	**3**
Description	Marks
Vocabulary and spelling	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary that is generally relevant. There is some inconsistency with spelling, but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	1
Subtotal	**3**
Part B total	**16**
Total	**28**