



Sample assessment task	
Year level	7
Learning area	Languages
Subject	French: Second Language
Title of task	<i>Youpie, la dernière cloche de la journée a sonné !</i> (Youpie, the last bell of the day has rung!)
Task details	
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to the topic of school experiences. They also demonstrate their skills in writing by designing a comic strip that involves imagined characters, places and experiences related to school.
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 write in French, using rehearsed descriptive and expressive language, to give opinions, share thoughts and feelings on school experiences, and convey this information to others.
Assessment strategy	Extended response – write and design a comic strip
Evidence to be collected	Completed task sheet
Suggested time	60 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences</p> <p>Understanding</p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> • using reflexive verbs in <i>le présent</i> • increasing control of the conjugation of regular verbs in <i>le présent</i> and of high-frequency irregular verbs such as <i>avoir, être, faire, devoir, vouloir, savoir, aller</i> • extending use of <i>l'impératif</i> and <i>le futur proche</i> • using <i>le passé composé</i> and becoming familiar with <i>l'imparfait</i> when encountered in familiar expressions and scaffolded language contexts, for example, <i>Il était une fois...; C'était...; Je suis allé au cinéma. C'était amusant</i> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction.</p>

Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of imaginative texts related to school experiences and daily routine • context-related vocabulary • grammatical items, including: the present, imperative, near future, perfect and imperfect verb tenses • the textual conventions of a comic strip.
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	<p>Task sheet</p> <p>French/English – English/French dictionary</p>

Instructions for teacher

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

- taught context-related vocabulary
- taught grammatical elements, including:
 - understanding and using the present, imperative, near future, perfect and imperfect tenses
- exposed to the textual conventions of a comic strip, and provided with opportunities to practise them.

Task

Students design a comic strip about Youpie's daily routine after school to entertain peers and younger audiences.

For the text in the comic strip, students will use predominantly the present, imperative and near future tenses but may attempt the perfect and imperfect tenses.

Each panel must have a caption box and speech or thought bubble(s). The first three panels of the comic strip are already illustrated and students are required to provide what is happening (in the caption) and/or what each character is saying (in the speech bubbles). They may add additional speech and thought bubbles.

Then they are to finish the story by illustrating and writing the text for the remaining panels of the comic strip.

They will have 60 minutes to complete the task.

Support: Teachers may provide some examples of statement starters that students may use in the initial three frames of their comic strip.

Formatting the comic strip: The comic strip template may be printed onto A3 paper to allow more space for students to draw and write. Alternatively, students may like to recreate the layout and size of the panels to suit their story. In this case, they should cut and paste the first three panels onto their individually created template or re-draw what they see and ensure they have a number of empty panels to complete their story.

Instructions to students

Youpie, la dernière cloche a sonné !

You are to design a comic strip about Youpie's daily routine after school to entertain peers and younger audiences.

The comic strip template you will be provided with starts with Youpie at the end of a typical school day.

Complete the first three panels of the comic strip in French, by writing in the caption of what is happening, and/or in the speech bubbles what each character is saying.

Then, finish the story by illustrating and writing the text for the remaining panels of the comic strip.

Try to include the following:

- things Youpie does before dinner
- things Youpie does after dinner.

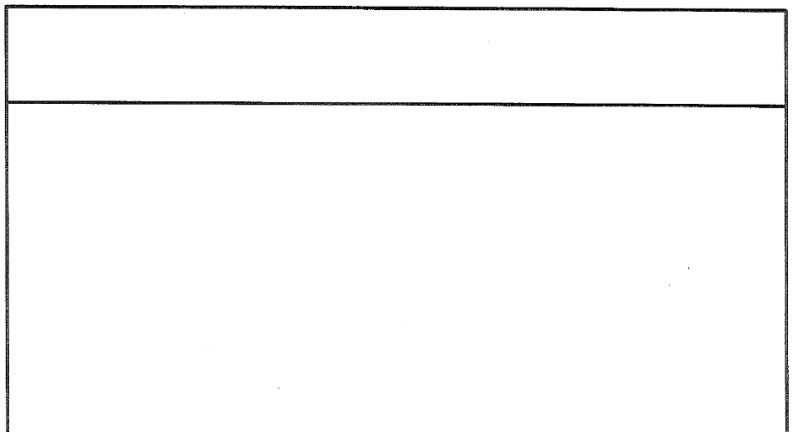
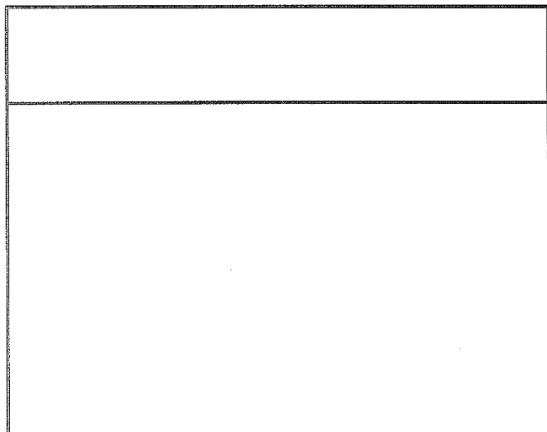
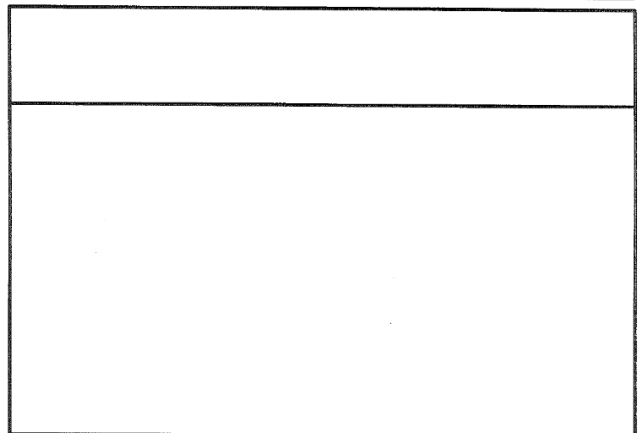
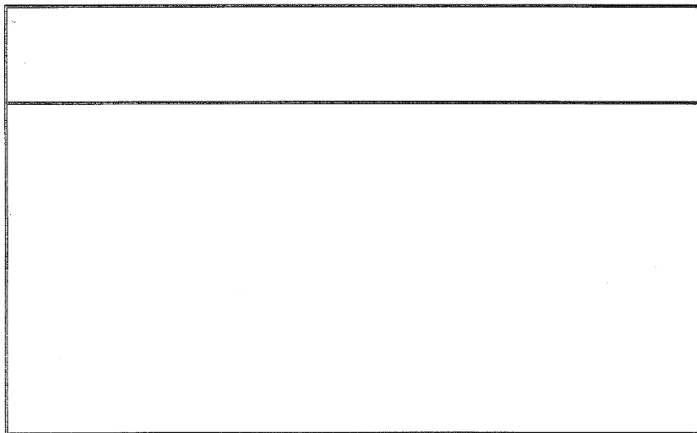
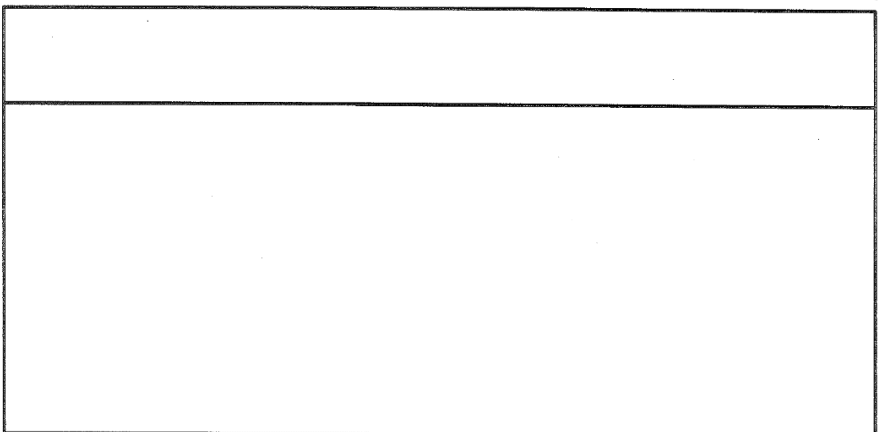
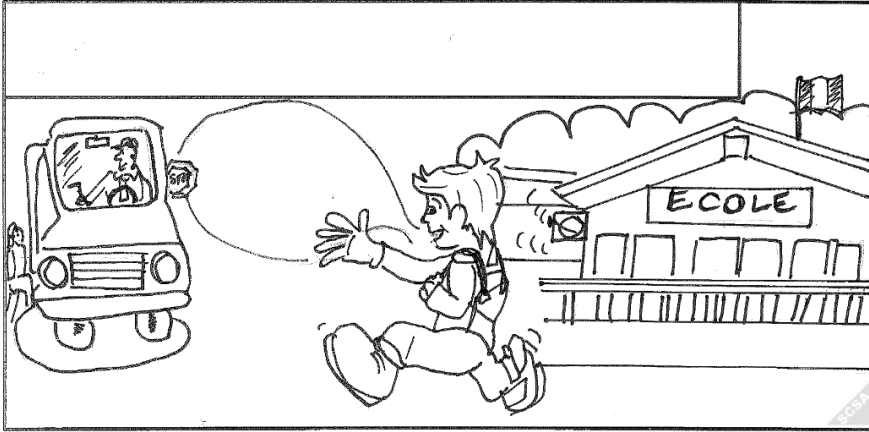
You may add additional speech and thought bubbles.

Write your comic strip using mainly the present tense and imperative form. You may also use the near future, perfect and imperfect tenses if they are appropriate to your story.

Look up any unfamiliar vocabulary in a dictionary.

You will have 60 minutes to complete the task.

Youpie, la dernière cloche a sonné!



Sample marking key

Youpie, la dernière cloche a sonné !	
Description	Marks
Content	
Writes the text of a comic strip about Youpie's after school routine. Provides a caption to contextualise the panels and/or a speech/thought bubble that is appropriate to the drawing. Includes relevant details in writing and in supporting illustrations to engage the reader.	4
Writes a comic strip about Youpie's after school routine, contextualising most panels with captions and/or speech/thought bubbles to support illustrations. Includes some details in written and in visual forms to engage the reader.	3
Writes a comic strip about Youpie's after school routine with some information in panels and/or with captions and/or speech/thought bubbles to support illustrations.	2
Attempts to write the text of a comic strip in limited detail.	1
Subtotal	4
Description	Marks
Grammar	
Uses a range of grammatical elements and structures mostly correctly. Simple and compound sentences are handled with confidence. Uses present, imperative and near future tenses successfully. May attempt near future, perfect or imperfect tenses.	4
Uses a range of grammatical elements and structures mostly correctly. Sentences are mostly simple though some compound sentences are attempted. Uses the present, imperative and near future tenses with varying success.	3
Uses a satisfactory range of grammatical elements and structures. Sentences are mostly simple. Use of the present and near future tenses are usually successful.	2
Uses a limited range of simple sentences. Applies the rules of grammar, including tenses, with inaccuracies. Frequent errors make meaning unclear.	1
Subtotal	4
Description	Marks
Vocabulary	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling but meaning is clear.	2
Makes limited use of relevant vocabulary. Poor spelling often makes meaning unclear.	1
Subtotal	3
Description	Marks
Text type and sequencing	
Writes a comic strip with images, captions and/or speech bubbles. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a comic strip. Sequences information to some extent.	2
Uses few of the key conventions of a comic strip and does not sequence information.	1
Subtotal	3
Description	Marks
Support	
Effectively uses a bilingual dictionary and resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources.	2
Requires significant support to complete the task.	1
Subtotal	3
Total	17

