



SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

YEAR 4 (PRE-PRIMARY–YEAR 10 SEQUENCE)

मेरी दिनचर्या (MY DAILY ROUTINE)

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

Hindi: Second Language – Year 4

| | |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of task | मेरी दिनचर्या (My daily routine) |
| Description of task | <p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to daily routines at home and at school.</p> <p>In Part A, they demonstrate their skills in comprehending written text and convey information about Raj's Day.</p> <p>In Part B, they demonstrate their skills in writing Hindi by creating a storyboard to exchange information about places and experiences.</p> |
| Type of assessment | Summative |
| Purpose of assessment | This assessment aims to determine students' learning at the time of the assessment. It establishes their ability to comprehend and convey simple statements. It also establishes their ability to write in Hindi, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school. |
| Assessment strategy | Test or quiz – order jumbled sentences Extended response – write and design a storyboard |
| Evidence to be collected | Completed task sheet Storyboard |
| Suggested time | Part A – 20 minutes Part B – 60 minutes |

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers orally and in writing to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests

Participate in individual and collaborative tasks that involve asking for help, clarification and permission, solving problems and sharing decisions while creating a display or conducting a role play or scenario, science experiment, cooking or craft activity

Understanding

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

- using adjectives to describe the qualities or characteristics of a person or object and noticing that they change with number and gender; for example, अच्छी लड़की; अच्छा लड़का; अच्छे बच्चे
- using conjunctions, such as लेकिन; और; मगर to make compound sentences
- applying the knowledge of present, past and future tense in sentences; for example, मैं बुआ से मिलने दिल्ली गया था।; मैं चाचा के साथ मुंबई जा रहा हूँ।; मैं नानी के घर जाऊंगी।
- using specific vocabulary related to important events and celebrations; for example, Diwali; Holi; Dussehra; Independence Day
- using suitable language while telling the time; for example, साढ़े सात बजे; चार बजकर दस मिनट; दो बजने में पाँच मिनट
- developing number knowledge for 40 to 60

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary
- grammatical items, including tenses, time clauses, possessive adjectives conjunctions and gender the textual conventions of a storyboard.

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

Task is to be completed by students working individually.

Resources

- Task sheet
- Blank paper, scissors, glue
- A3 sheet for storyboard
- Bilingual dictionary

Instructions for teacher

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

- taught context-related vocabulary
- taught grammatical elements, including:
 - verbs and tenses
 - nouns and pronouns
 - adjectives and adverbs
 - conjunctions to create compound sentences
- taught how to gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds
- exposed to the textual conventions of a storyboard and provided with opportunities to practise creating them.

Activities to scaffold the task

Provide 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:

- watching a video in Hindi about daily routine for children, such as
 - Balodyan – Daily routine activities for children
https://www.youtube.com/watch?v=JpwerUneqiM&ab_channel=Balodyan
- playing a time card game. Students break up into small groups and each group gets a pack of playing cards. Students take turns to pull out a card from the shuffled pack. They see their card and say in Hindi what they do at that hour of the day; for example, a student pulls out number 5 and says मैं सवेरे पाँच बजे उठता हूँ। The next student pulls out a 4 and says मैं शाम चार बजे तैरने जाती हूँ। They keep going until all the cards are finished and then each student adds up the value of their cards. The person with the largest sum is the winner.

Task

Part A: राज सुबह क्या करता है?

Students are to sort the jumbled sentences to reveal what Raj does each morning as part of his daily routine.

Provide students with the task sheet, a pair of scissors, a glue stick and a blank piece of paper on which to glue the sorted sentences.

Read the instructions to the students and allow them approximately 20 minutes to complete this part of the task.

Task administration script

Teacher reads aloud:

Read all the sentences and then cut the strips as marked.

Glue the sentence strips in the correct order to show what Raj does throughout the morning.

Part B: मेरी दिनचर्या

Students are to design a storyboard about their daily routine.

Provide them with the storyboard template and read the instructions to them. They are to complete the eight panels of the storyboard, in Hindi, by a full sentence caption describing an activity in their daily routine. They then finish the story by illustrating the panels of the storyboard.

Allow students to look up any unfamiliar vocabulary in a bilingual dictionary.

They will have approximately 60 minutes to complete the task.

Note on formatting the storyboard: the template can be printed onto A3 paper to allow more space for students to draw and write. Alternatively, students may like to redesign 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 re-draw the panels, ensuring they have eight panels with which to complete their routine.

Task administration script

Teacher reads aloud:

You are to design a storyboard about your daily routine.

I have given you a storyboard template. In each of the eight panels, write a caption in Hindi describing an activity in your daily routine. Don't forget to add the time when you complete each activity; for example, मैं चार बजे स्कूल से वापस आता हूँ।

Finish the story by illustrating the panels of the storyboard.

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

Look up any unfamiliar vocabulary in a Hindi/English dictionary.

You will have approximately 60 minutes to complete the task.

Instructions to students

मेरी दिनचर्या (My daily routine)

Part A: राज सुबह क्या करता है?

Raj has a busy morning routine. The sentences below tell you what he does every morning, but they seem to be jumbled. See if you can work out what he does each morning by cutting out the sentences and reorganising them.

राज सुबह क्या करता है?

✂ -----

वह साढ़े आठ बजे स्कूल जाता है।

✂ -----

साढ़े सात बजे वह नाश्ते में टोस्ट और अंडा खाता है।

✂ -----

आठ बजे वह कहानी की पुस्तक पढ़ने बैठा है।

✂ -----

सात बजे वह कपड़े पहनकर तैयार हो जाता है।

✂ -----

राज सुबह छः बजे उठता है।

✂ -----

पौने नौ बजे वह स्कूल पहुँच जाता है।

✂ -----

छः बजकर बीस मिनट पर वह दाँत ब्रश करता है।

Part B: मेरी दिनचर्या

You are to design a storyboard about your daily routine.

You may use the storyboard template to help you to organise your information. In each of the eight panels, write a caption in Hindi describing an activity in your daily routine. Don't forget to add the time you complete each activity; for example, मैं चार बजे स्कूल से वापस आता हूँ।

Finish the story by illustrating the panels of the storyboard.

Aim to write eight sentences in Hindi which capture what you do from the time you wake up to the time you go to bed. Look up any unfamiliar vocabulary in a Hindi/English dictionary.

You will have approximately 60 minutes to complete the task.

राज सुबह क्या करता है?

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Sample marking key

| Description | Marks |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Part A: राज सुबह क्या करता है? | |
| Text order | |
| 1. राज सुबह छः बजे उठता है। | 1 |
| 2. छः बजकर बीस मिनट पर वह दाँत ब्रश करता है। | 1 |
| 3. सात बजे वह कपड़े पहनकर तैयार हो जाता है। | 1 |
| 4. साढ़े सात बजे वह नाश्ते में टोस्ट और अंडा खाता है। | 1 |
| 5. आठ बजे वह कहानी की पुस्तक पढ़ने बैठता है। | 1 |
| 6. वह साढ़े आठ बजे स्कूल जाता है। | 1 |
| 7. पौने नौ बजे वह स्कूल पहुँच जाता है। | 1 |
| Subtotal | /7 |
| Part A total | /7 |
| Part B: मेरी दिनचर्या | |
| Content | |
| Writes eight captions which contextualise the panels for a storyboard about their daily routine. Includes relevant details in writing, and in supporting illustrations, to engage the reader. | 3 |
| Writes captions for a storyboard about their daily routine, with attempts to contextualise panels. Includes some details in written and in visual forms to engage the reader. | 2 |
| Makes limited attempts at writing and illustrating a storyboard. | 1 |
| Subtotal | /3 |
| Grammar | |
| Uses an appropriate range of sentence structures. Sentences are handled with confidence and structures are often correct. Uses present tense and time clauses successfully. | 3 |
| Uses structures that satisfy the requirements of the task and the intended meaning is clear. Structures are mostly repetitive. | 2 |
| Shows a limited use of simple sentences and application of grammatical elements. Makes frequent errors, making meaning unclear. | 1 |
| Subtotal | /3 |

Sample marking key

| Description | Marks |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Vocabulary | |
| Uses 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 |
| Shows a limited use of relevant vocabulary. Poor spelling often impedes comprehension. | 1 |
| Subtotal | /3 |
| Text type and sequencing | |
| Successfully uses the key conventions of 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 a few of the key conventions of a storyboard. Limited organisation impedes the flow and understanding. | 1 |
| Subtotal | /3 |
| Support | |
| Effectively uses a bilingual dictionary and/or resources independently. | 3 |
| Requires some support in accessing a bilingual dictionary and/or other resources. Some teacher support required. | 2 |
| Requires significant support to complete the task. | 1 |
| Subtotal | /3 |
| Part B total | /15 |
| Total | /22 |