



Sample assessment task	
<b>Year level</b>	1
<b>Learning area</b>	Languages
<b>Subject</b>	German: Second Language
<b>Title of task</b>	<i>Meine Schulsachen</i> (In my pencil case)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to exchanging information on classroom objects and colours.</p> <p>In Part A students also demonstrate their skills in comprehending spoken texts by identifying objects and colouring them in the required colour.</p> <p>In Part B students demonstrate their skills in speaking German by taking part in an interview with their teacher to share information about what they are placing in the pencil case.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend spoken text, recognise pictures and carry out instructions in simple statements. It also establishes information on their ability to interact in spoken German with the teacher to share information.
<b>Assessment strategy</b>	<p>Short response – listen for information in spoken text</p> <p>Oral performance – participate in an interview</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Audio visual recording of interview</p>
<b>Suggested time</b>	<p>Part A – 10 minutes</p> <p>Part B – 2 minutes</p>
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact with the teacher and peers, using simple modelled language and gestures, to talk about their favourite things</p> <p>Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs, related to their personal worlds</p> <p>Convey factual information about personal worlds using pictures, labels, captions, familiar words and simple statements</p> <p><b>Understanding</b></p> <p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>noticing that German has multiple words for 'the' and 'a/an'</li> <li>using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to an object, for example, <i>Das ist mein Bleistift</i></li> <li>understanding and using some question words and the intended/related answer in limited contexts, including <i>was</i> (an object), <i>wer</i> (a person), <i>wie</i> (manner), and <i>wie viele</i> (quantity)</li> </ul>

Content description	
	<ul style="list-style-type: none"> <li>• using simple modelled questions and statements</li> <li>• negating verbs and adjectives using <i>nicht</i>.</li> </ul>
Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• context-related vocabulary</li> <li>• some first elements of grammar, including: stationery items, for example, <i>Der Bleistift, Der Buntstift, Der Filzstift</i>, and colours, for example, <i>rot, gelb, rosa</i></li> <li>• the conventions of an interview.</li> </ul>
<b>Assessment differentiation</b>	<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	
<b>Assessment conditions</b>	<p>Part A is to be completed by students working individually.</p> <p>The interview in Part B will take place between the teacher (or another speaker of German) and the student.</p>
<b>Resources</b>	<p>Task sheet</p> <p>Transcript of spoken text</p> <p>Timing device</p> <p>Recording device</p>

## Instructions for teacher

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

- taught context-related vocabulary
- taught some first elements of grammar, including:
  - stationery items, for example, *Der Bleistift, Der Buntstift, Der Filzstift*
  - colours, for example, *rot, gelb, rosa*
- taught the conventions of an interview, and provided with opportunities to practise them.

## Task

### Part A: Meine bunten Schulsachen

Students listen to a series of statements read by the teacher and colour in the images according to the colour they hear.

Each statement will be read twice.

Ensure each student has coloured pencils on their desk before administering this part of the task.

### Task administration script

#### READ ALOUD

Please look at your task sheet. I will read a number and then a sentence in German about a stationery item and what colour it is. Listen carefully to the number and place it in the box next to the picture. Then colour the stationery item in the colour that I tell you. I will read each sentence twice.

### Part A: Meine bunten Schulsachen

1. Nummer 1. Male den Buntstift rot an. (*Repeat statement*).
2. Nummer 2. Male die Schere grün an. (*Repeat statement*).
3. Nummer 3. Male das Lineal lila an. (*Repeat statement*).
4. Nummer 4. Male den Radiergummi gelb an. (*Repeat statement*).
5. Nummer 5. Male den Spitzer blau an. (*Repeat statement*).

## **Part B: Fülle dein Federmäppchen - Personal interview**

Before Part B is administered, the teacher prepares a selection of stationery items (and a pencil case) that have been previously taught to students, for students to name and place into a pencil case.

In Part B, students choose stationery items from a selection of previously learned items and name them as they place them in a pencil case. Students name as many items in the pencil case as they can in one minute.

### **Task administration script**

#### **READ ALOUD**

Please look at the items in the tray I've placed in front of you.  
The tray has items from a pencil case in it.  
I am going to put the timer on for one minute.  
I would like you to name in German each item as you put it in the pencil case.

Instructions to students

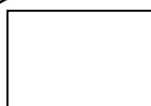
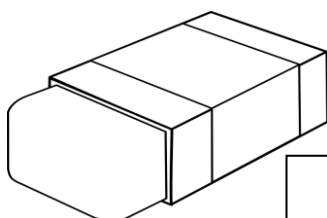
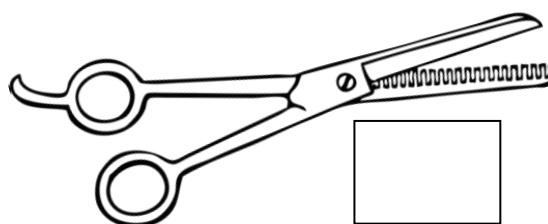
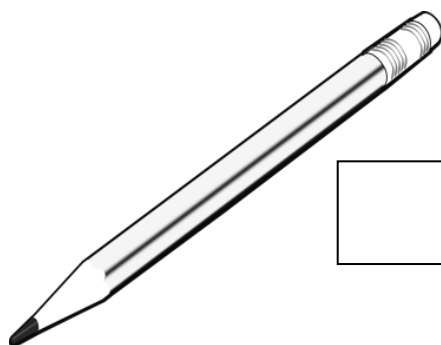
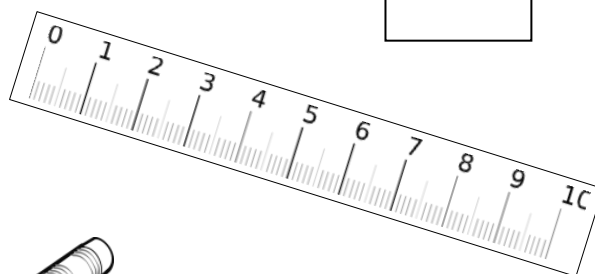
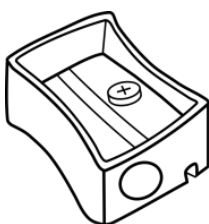
# Meine Schulsachen

## Part A: Meine bunten Schulsachen

Look at the pictures.

Listen to the teacher.

Write the number in the box next to the picture. Colour in the picture using the correct colour.



## **Part B: Fülle dein Federmäppchen- Personal interview**

Listen carefully to the teacher.

When the teacher gives you the signal to start you will need to put as many items as you can in the pencil case.

As you put the items in tell the teacher the name of the item.

Ready? Let's start...

## **Image acknowledgements**

### **Part A:**

Image: OpenClipartVectors. (2013). [Black and white pencil sharpener]. Retrieved March, 2016, from <https://pixabay.com/en/pencil-sharpener-sharpener-office-149613/>  
In the public domain.

Image: Harinezumi. (2012). 10cm ruler. Retrieved March, 2016, from <https://openclipart.org/detail/170976/10cm-ruler>  
In the public domain.

Image: ClkerFreeVectorImages. (2014). [Black and white pencil]. Retrieved March, 2016, from <https://pixabay.com/en/pencil-draw-write-pen-school-297427/>  
In the public domain.

Image: OpenClipartVectors. (2013). [Black and white eraser]. Retrieved March, 2016, from <https://pixabay.com/en/eraser-erase-rubber-office-school-152956/>  
In the public domain.

Image: OpenClipartVectors. (2013). [Barbers scissors]. Retrieved March, 2016, from <https://pixabay.com/en/scissors-shears-barber-cut-cutting-145127/>  
In the public domain.

## Sample marking key

### Part A: Meine bunten Schulsachen

Description	Marks
Questions 1–5	
Writes the number <b>1</b> in the box alongside the pencil. [1] Colours in the pencil <b>red</b> . [1]	2
Writes the number <b>2</b> in the box alongside the pair of scissors. [1] Colours in the pair of scissors <b>green</b> . [1]	2
Writes the number <b>3</b> in the box alongside the ruler. [1] Colours in the ruler <b>purple</b> . [1]	2
Writes the number <b>4</b> in the box alongside the eraser. [1] Colours in the eraser <b>yellow</b> . [1]	2
Writes the number <b>5</b> in the box alongside the sharpener. [1] Colours in the sharpener <b>blue</b> . [1]	2
<b>Part A total</b>	<b>10</b>

### Part B: Fülle dein Federmäppchen – Personal interview

Description	Marks
Names all <b>eight</b> of the items in the tray:	0–8
Bleistift	
Buntstift	
Filzstift	
Schere	
Lineal	
Radiergummi	
Spitzer	
Uhu/Klebstift/Kleber	
<b>Part B total</b>	<b>8</b>
<b>Total</b>	<b>18</b>