Sample assessment task

Year level	4
Learning area	English
Subject	Speaking and Listening
Title of task	Audience, purpose, situation shuffle

Task details

Description of task	Students will work in pairs to plan and perform a role-play, demonstrating their understanding of how language can be adjusted according to context and the factors that can influence how we interact with people. They will create a scenario by selecting an audience (who), purpose (why) and situation (where) and work in pairs to present an improvised role play to the class.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to adjust language according to context and plan, rehearse and deliver a role-play.
Assessment strategy	Performance
Evidence to be collected	Role-play
Suggested time	Two x 50 minute lessons

Content description

Content from the Western Australian Curriculum	<u>Language</u> *Language for interaction* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group <u>Literacy</u> *Interacting with others* Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences

Task preparation

Prior learning	Students have engaged in learning activities that demonstrate how Standard Australian English is just one of many dialects we use, and that there are many influences that determine how we speak. Learning experiences may include any or all the following: • investigate words that are derived from other cultures (including Aboriginal and Torres Strait Islanders). • look at how the codes and conventions of language differ across cultures. • examine colloquialism and slang in Australian language (see resources). • compare texts that use language differently (from formal Standard Australian English to informal text messages) and discuss the purpose and audience.

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	This is an in-class assessment.
Resources	• *Aussie English for the Beginner:* http://www.nma.gov.au/education/resources/multimedia/interactives/aussie-english
	• Standard Australian English definition: http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/standard-australian-english
	• Blank card (three colours)

Instructions for teacher

Lesson One

1. Facilitate whole-class discussion regarding how our use of language changes according to the audience (who), the purpose for which we hold the discussion (why) and the situation in which it takes place (where).
2. Brainstorm possible familiar and unfamiliar audiences, the different purposes that require speaking, and the situations in which these interactions take place. See table below for suggestions.
3. Discuss that sometimes a more formal style of speech is required (refer to Standard Australian English) and that how we speak to people is dependent upon these factors of audience (who), purpose (why) and situation (where).
4. Using students as volunteers, model a variety of scenarios, using the three elements and the different language required for each. Use the table below or the class brainstorm for ideas.
5. As a class, construct activity cards for a whole-class game. Write one example of audience, purpose and situation on individual cards (colour-code the cards for the three elements, e.g. red for audience, blue for purpose and green for situation). Ensure that there are enough cards (audience, purpose and situation) for one set between two.
6. Organise students into partners. Give each pair one card of each (audience, purpose and situation). Have them informally role play the scenario.
7. Have pairs swap cards so that they have the opportunity to undertake a variety of scenarios.
8. Once completed, engage students in a reflection activity so that any misunderstandings can be clarified.

Audience	Purpose	Situation
family	giving directions	classroom
friends	getting information	home
teacher	extending an invitation	shops
shop attendant	formal presentation	playground
police officer	persuading someone	restaurant
large unfamiliar group	to entertain	sportsground
principal	asking for help	friend's house
umpire		movie theatre
unfamiliar adult		beach

Lesson Two (Assessment)

1. Organise students into pairs.
2. As a pair, agree on one idea for audience, purpose and situation.
3. Using their three ideas, they plan, rehearse and perform a one- to two-minute role-play whereby they interact with each other in their given scenario.
4. Partners present their role play to the class.

Instructions to students

Assessment
1. With a partner, you will brainstorm and agree upon one idea for audience (who), purpose (why) and situation (where).
2. You will plan, rehearse and perform a one- to two-minute role-play, interacting with each other using your three ideas for audience, purpose and situation.
3. Present your role-play to the class.

Sample marking key	
Description	**Marks/Observations**
Language	
Appropriately adjusts formality of language, tone, pace and/or volume according to the three elements of the created scenario.	
Adjusts formality of language, tone, pace and/or volume according to the three elements of the created scenario.	
Attempts to adjust formality of language, tone, pace and/or volume according to the three elements of the created scenario.	
Subtotal	
Description	**Marks/Observations**
Non-verbal	
Uses a range of non-verbal speaking behaviours, such as eye contact, facial expressions, posture and body language, that relate to the three elements of the created scenario.	
Some use of non-verbal speaking behaviours, such as eye contact, facial expressions, posture and body language, that relate to the three elements of the created scenario.	
Non-verbal speaking behaviours, such as eye contact, facial expressions, posture and body language, are not related to three elements of the created scenario.	
Subtotal	
Description	**Marks/Observations**
Role-play	
Creates, rehearses and delivers a well-planned and detailed role-play that clearly includes the learned content, e.g. audience, purpose and situation.	
Creates, rehearses and delivers a role-play that includes the learned content, e.g. audience, purpose and situation.	
Creates a role-play that includes some of the learned elements, e.g. audience, purpose and/or situation.	
Subtotal	
Total	