Sample assessment task

Year level	8
Learning area	Languages
Subject	Italian: Second Language
Title of task	*Saluti da Orvieto* (Greetings from Orvieto)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to travel.
	In Part A they demonstrate their skills in comprehending written Italian text by summarising and conveying key information.
	In Part B they demonstrate their skills in writing in Italian by sharing their recent travel experiences in a blog posting.
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 student's skills in accessing, summarising and conveying information from written texts as well as their skills in writing texts that use both rehearsed and spontaneous language to share their experiences on travel.
Assessment strategy	Short response – read for information in a text
	Extended response – write a blog posting
Evidence to be collected	Completed task sheet
	Blog posting
Suggested time	Part A - 40 minutes
	Part B - 50 minutes

Content description

Content from the Western Australian Curriculum	**Communicating**
	Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel
	Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience
	Understanding
	Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:
	• beginning to use suffixes such as –*etto/a*, for example, *casa-casetta*
	• recognising the use of direct object pronouns
	• using articulated prepositions *a, di, da, in, su* plus article; and prepositions that do not combine, for example *tra* and *per*
	• using adverbs to qualify verbs, for example, *proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo*
	• using negative constructions including the double negative, for example, *Non c'è niente/nessuno...*
	• using verbs to express action in time

Content description
	• using a range of regular and some irregular verbs in the present, perfect and imperfect tenses
	Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres.

Task preparation

Prior learning	Students have prior knowledge of and exposure to:
	• a variety of texts related to travel
	• context-related vocabulary
	• grammatical elements, including perfect and imperfect tenses
	• descriptive writing
	• the conventions of blog postings with a variety of examples
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	Task to be completed by students working individually.
Resources	Task sheet
	Italian-English/English-Italian dictionary

Instructions for teacher

Prior to administering the tasks, the students will need to be:
- provided with opportunities to view, read, analyse and discuss a variety of texts related to travel
- taught how to use effectively a bilingual dictionary when reading Italian texts and writing in Italian
- taught context-related vocabulary
- provided with opportunities to use the perfect and imperfect tenses
- exposed to descriptive writing
- taught the conventions of a blog posting, and provided with opportunities to practise them.

Task

Part A: Saluti da Orvieto

Provide students with the task sheet.

Students are to read the blog from Olivia recounting her travel experience in the town of Orvieto in Umbria, Italy.

Students respond in English to questions that follow the text.

Ask students to:
- read the questions and predict the type of information required to respond
- highlight sections of the text that may relate to information required in the question
- circle words, within the highlighted sections, that are unfamiliar to them and then use a bilingual dictionary to find the meaning of the words.

Allow the students approximately 40 minutes to complete this part of the task.

Part B: Cara Olivia

Provide task sheet to students.

Students are to imagine they have come across Olivia's travel blog which inspires them to share, with her and her readers, a recent travel experience.

Advise students to write full sentences in Italian informing Olivia and her readers of what they experienced.

In their posting they should include:
- the country they were in
- a place they visited
- what there was to see and do
- why they would recommend it to other readers of the blog

Students are to write approximately 75 words in Italian.

Ask students to use a bilingual dictionary to find the meaning of unfamiliar words. Remind them not to translate 'word-for-word' from English, but to try to think of directly in Italian what they want to write. Advise them that they can adapt language from Olivia's blog to suit their own purposes.

Allow the students approximately 50 minutes to complete this part of the task.

Instructions to students

Saluti da Orvieto

Part A: Saluti da Orvieto

Read Olivia's blog about her recent trip to the town of Orvieto in Umbria, Italy, and answer the following questions in **English**.

Olivia in Italia!

Il ventiquattro maggio

Orvieto: una città indimenticabile

Ciao a tutti i miei amici online!

Questa settimana ho visitato Orvieto in Umbria. È una città piccola e interessante che si dovrebbe visitare.

Quando sono arrivata, ho preso il funicolare (un tipo di treno) per arrivare in centro. Il biglietto andata e ritorno è costato cinque Euro. Quando sono uscita dalla stazione, gli edifici sembravano piccoli e semplici. Come tante città antiche, le strade erano strette. È stata una sorpresa grande quando mi sono svoltata e ho visto il Duomo!

[Image by kind permission E. Pavy]

Il Duomo di Orvieto è spettacolare.

Il Duomo è stato costruito nel duecento. È fatto di marmo fiorentino ed è un esempio di architettura romanico-gotica e contiene tante opere d'arte. È grandissimo e domina la piazza. Ho passato un'ora al Duomo e vorrei ritornarci per una visita più lunga.

Nella piazza del Duomo ho incontrato Silvia, una signora che conduce le visite nel complesso sotteraneo di Orvieto. Qui ci sono i pozzi, le cave e i laboratori. Le cavità erano fredde! È stata una visita straordinaria.

Dopo tanto camminare avevo fame e ho trovato un ristorante accogliente per un pranzo delizioso. Il ristorante era in una strada piccolissima e pieno di gente. Ho mangiato le tagliatelle con funghi e poi il tiramisù.

Ho camminato dopo il pranzo e poi sono ritornata in Piazza Duomo. Qui c'era la sagra di gelato! Che gioia! Mi piace tanto il gelato. Il gelato al cioccolato è il mio preferito e ho comprato una coppa grande. In mostra c'erano i venti gusti del gelato che rappresentano i venti regioni d'Italia. Sono golosa del gelato – volevo provarli tutti!

Alle sei sono partita in funicolare e ho preso il pullman al mio albergo.

Question 1

What date did Olivia write about her visit to Orvieto? (1 mark)

_____

Question 2

What mode of transport did Olivia use to get to the centre of Orvieto? (1 mark)

_____

Question 3

a) What type of ticket did she buy? (1 mark)

_____

b) What was the cost of her ticket? (1 mark)

_____

Question 4

Tick the correct descriptions of the buildings and streets of Orvieto. (3 marks)

Buildings (2 marks)	Streets (1 mark)
tall	tall
narrow	narrow
simple	simple
elegant	elegant
small	small

Question 5

Give three details about the Duomo. (3 marks)

1. _____

2. _____

3. _____

Question 6

Tick either true or false for each statement about Olivia's lunch. (4 marks)

Statement	True	False
The restaurant was crowded.		
The restaurant was in the town square.		
Olivia ate a meat dish.		
Olivia ate dessert.		

Question 7

What is Olivia's favourite flavour of ice cream? (1 mark)

_____

Question 8

How many flavours of ice cream were at the festival and what do they represent? (2 marks)

_____

_____

Part B: Cara Olivia

Imagine that you have come across Olivia's travel blog which inspires you to share with her and her readers a recent travel experience.

Using full sentences in Italian, write a posting to Olivia to inform her, and her readers, of your experiences.

In your posting you should include:

- the country you were in
- a place you visited
- what there was to see and do
- why you would recommend it to other readers of the blog.

Look up any unfamiliar vocabulary in a dictionary.

You may also wish to adapt structures and grammatical elements from Olivia's blog.

Aim to write approximately 75 words in Italian.

Nuovo messaggio	x
A:	
Soggetto:	

✉ **Invia** 🗑

Sample marking key

Part A: Saluti da Orvieto	
Description	**Marks**
Question 1	
24 May	1
Subtotal	**1**
Question 2	
a funicular **OR** type of train	1
Subtotal	**1**
Question 3	
a return ticket	1
five (5) Euro	1
Subtotal	**2**
Question 4	
buildings: simple	1
small	1
streets: narrow	1
Subtotal	**3**
Question 5	
Any three of the following details: • it's spectacular • it was built in the 1200s (13th century) • it is made from (Florentine) marble • it is very large • it dominates the town square (accept *piazza*) • it's an example of Gothic-Roman(esque) architecture • it contains many works of art	1–3
Subtotal	**3**
Question 6	
true	1
false	1
false	1
true	1
Subtotal	**4**
Question 7	
chocolate	1
Subtotal	**1**
Question 8	
20 flavours	1
they represent the 20 regions of Italy	1
Subtotal	**2**
Part A total	**17**

Part B: Cara Oliva	
Description	**Marks**
Content	
Writes a blog posting describing a recent travel experience, including: • the country they visited • the place they visited • what there was to see and do • why they would recommend it to readers of the blog. Engages the audience.	4
Writes a blog posting describing a recent travel experience, including most of the required information. Engages the audience.	3
Writes a blog posting describing a recent travel experience, including some relevant required information. Attempts to engage the audience.	2
Makes a limited attempt at writing a blog posting.	1
Subtotal	**4**
Grammar	
Includes a range of elements of grammar and sentence structures. Simple and compound sentences are handled with confidence. Uses present and perfect tenses successfully and attempts at using the imperfect tense are mostly successful. Errors usually do not impede meaning.	3
Uses a satisfactory range of elements of grammar and structures. Sentences are mostly simple and compound sentences are attempted. Uses the present tense mostly successfully. Use of past tenses is sometimes unsuccessful; however, the intended meaning is clear.	2
Uses limited simple sentence structures and elements of grammar. Frequent errors impede meaning	1
Subtotal	**3**
Vocabulary	
Uses a range of context-related vocabulary. Spelling is mostly correct, including the use of accents.	3
Uses some variety of vocabulary that is generally context-related. Applies rules of spelling, including accents, and punctuation, mostly correctly. Errors usually do not impede comprehension.	2
Relies on a limited range of context-related vocabulary. Poor spelling and punctuation often impedes comprehension.	1
Subtotal	**3**
Text type and sequencing	
Writes a blog posting with a salutation, information, ideas and/or opinions, informal language and using appropriate register for a blog posting. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a blog posting. Generally uses appropriate register. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
Subtotal	**3**
Support	
Effectively uses a bilingual dictionary and other resources independently. Where relevant, effectively adapts structures and grammatical elements from Olivia's blog for own purposes.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling). Where relevant, adapts some of the structures and grammatical elements from Olivia's blog with varying success.	2
Requires significant support to attempt the task. Where relevant, makes little, unsuccessful, or no attempt to use structures from Olivia's blog.	1
Subtotal	**3**
Part B total	**16**
TOTAL	**33**