



Sample assessment task	
Year level	2
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Die Wochentage</i> (During the week)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to activities and days of the week.</p> <p>In Part A they also demonstrate their skills in comprehending spoken text by conveying their understanding in short written answers.</p> <p>In Part B they demonstrate their skills in writing a scaffolded story based on <i>Eine Woche mit dem Gummibärchen</i>.</p>
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 comprehend short spoken statements in German related to activities and days of the week, and convey this information through short written responses in English. It also establishes information on their ability to write modelled sentences about activities that happen on different days of the week.
Assessment strategy	<p>Short response – listen for information in short spoken texts</p> <p>Extended response – write a short story using modelled sentences</p>
Evidence to be collected	Completed task sheet
Suggested time	<p>Part A – 40 minutes</p> <p>Part B – 20 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year</p> <p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p> <p>Convey factual information about personal worlds using familiar words and phrases, simple statements and modelled language</p> <p>Participate in listening to, viewing and reading a range of imaginative texts and respond through action, performance, shared reading and collaborative retelling</p> <p>Understanding</p> <p>Begin to apply punctuation rules in German such as capital letters, full stops and question marks</p> <p>Recognise and begin to write high-frequency words and expressions in familiar contexts</p>

Content description	
	<p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing people, animals or objects using <i>bin/bist/ist</i> and an adjective, for example, <i>Ich bin klein; Der Bär ist braun; Das Buch ist neu</i> 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), <i>wo</i> (a place), <i>wann</i> (a time) and <i>wie viele</i> (quantity) gaining awareness of vocabulary referring to time such as days, months, time of day and o'clock time, for example, <i>Morgen; Nachmittag; Mittag; Es ist drei Uhr.</i>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> context-related vocabulary grammatical structures, including: days of the week; daily routine verbs, <i>singen, tanzen, schwimmen, spielen, springen, schlafen; Am Sonntag schwimmt das Gummibärchen</i> the textual conventions of a story.
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>Story <i>Eine Woche mit dem Gummibärchen</i></p> <p><i>Otto hat Geburtstag</i> (Goethe Institute) and <i>Ich habe Geburtstag</i> (Goethe Institute), for reference.</p>

Instructions for teacher

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

- taught context-related vocabulary
- taught grammatical structures, including:
 - days of the week
 - daily routine verbs, *singen, tanzen, schwimmen, spielen, springen, schlafen; Am Sonntag schwimmt das Gummibärchen*
- exposed to the textual conventions of a story, and provided with opportunities to practise them.

Task

Part A: Die Wochentage

Provide students with Part A of the task.

Students listen as the teacher reads the story *Eine Woche mit dem Gummibärchen* to the class.

As a class the students recount what is said in the story.

Students then listen as the teacher read a series of sentences. They write, in English, the day of the week they hear and what activity Gummy bear does on that day.

Task administration script

READ ALOUD

Look at your task sheet. I will read out some sentences in German. You will need to listen carefully and write in the table, in English, the day of the week and what activity the Gummy bear does on that day. I will read each sentence twice.

We will now look at the example.

Example: *Das Gummibärchen schwimmt am Montag.*

Number one. Das Gummibärchen singt am Donnerstag. *(Pause for 30 seconds to allow for students to respond).*

Number two. Das Gummibärchen spielt am Mittwoch. *(Pause for 30 seconds to allow for students to respond).*

Number three. Das Gummibärchen tanzt am Samstag. *(Pause for 30 seconds to allow for students to respond).*

Number four. Das Gummibärchen springt am Sonntag. *(Pause for 30 seconds to allow for students to respond).*

Number five. Das Gummibärchen hat Geburtstag am Dienstag. *(Pause for 30 seconds to allow for students to respond).*

Number six. Das Gummibärchen schläft am Freitag. Es ist müde. *(Pause for 30 seconds to allow for students to respond).*

Part B: Meine Geschichte

Provide students with Part B of the task.

Students write their own story in German based on *Eine Woche mit dem Gummibärchen*.

They write a sentence saying what their character does on each day of the week.

Advise students that they have 20 minutes to complete the task.

Die Wochentage

Part A: Die Wochentage

1. Listen as the teacher reads the story. See if you can work out what the story is about.

Eine Woche mit dem Gummibärchen

Das Gummibärchen schwimmt am Montag.



Das Gummibärchen singt am Dienstag.



Das Gummibärchen spielt am Mittwoch.



Das Gummibärchen tanzt am Donnerstag.



Das Gummibärchen springt am Freitag.



Das Gummibärchen hat Geburtstag am Samstag.



Das Gummibärchen schläft am Sonntag.
Es ist müde.



2. Now, listen carefully as the teacher reads a series of sentences to you.

In the table write, in English, the day of the week, and what the Gummy bear does on that day.

The first one has been done for you as an example.

Example	What does the Gummy bear do? Swims	Day of the week Monday
1	What does the Gummy bear do?	Day of the week
2	What does the Gummy bear do?	Day of the week
3	What does the Gummy bear do?	Day of the week
4	What does the Gummy bear do?	Day of the week
5	What does the Gummy bear do?	Day of the week
6	What does the Gummy bear do?	Day of the week

Part B: Meine Geschichte

Write your own story in German based on *Eine Woche mit dem Gummibärchen*.

Write one sentence saying what your character does on each day of the week.

Title: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Draw a picture of the character in your story in the box.



Image acknowledgements

Part A:

Image: Willenewmedia [Kay Wille]. (2014). [Teddy bear front and back views]. Retrieved March, 2016, from <https://pixabay.com/en/teddy-bear-bear-knuffig-cuddly-447418/>
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Sample marking key

Part A: Die Wochentage

Description	Marks
Questions 1-6	
1. Sings [1], Thursday [1]	2
2. Plays [1], Wednesday [1]	2
3. Dances [1], Saturday [1]	2
4. Jumps [1], Sunday [1]	2
5. Has his birthday [1], Tuesday [1]	2
6. Sleeps [1], Friday [1]	2
Part A total	12

Part B: Meine Geschichte

Description	Marks
Story writing – Sentence 1	
Day of the week [1], activity [1]	2
Grammatical structure: Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Story writing – Sentence 2	
Day of the week [1], activity [1]	2
Grammatical structure: Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Story writing – Sentence 3	
Day of the week [1], activity [1]	2
Grammatical structure: Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Story writing – Sentence 4	
Day of the week [1], activity [1]	2
Grammatical structure: Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4

Story writing – Sentence 5	
Day of the week [1], activity [1]	2
Grammatical structure: Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Story writing – Sentence 6	
Day of the week [1], activity [1]	2
Grammatical structure: Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Story writing – Sentence 7	
Day of the week [1], activity [1]	2
Grammatical structure: Writes a grammatically correct sentence. [2] Writes a sentence with minor errors in spelling or punctuation. [1] No grammatical structure is used. [0]	0–2
Subtotal	4
Part B total	28
Total	40