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Sample assessment task

Year level	Pre-primary
Learning area	Languages
Subject	German: Second Language
Title of task	*Was magst du?* (What do you like?)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to greetings, introducing themselves and sharing information that relates sharing information about the foods they like. In Part A students also demonstrate their skills in comprehending spoken text by matching images to what they hear. In Part B students demonstrate their skills in speaking German by describing the foods they like, in a short interview with the teacher.
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 to comprehend spoken German and convey factual information about what they have heard. It also establishes information on their ability to speak in German by exchanging information in a short interview.
Assessment strategy	Short response – listen for information in spoken texts Oral performance – participate in an interview
Evidence to be collected	Completed task sheet Audio visual recording of interview
Suggested time	Part A – 15 minutes Part B – 15 minutes to draw poster and 3 minutes for interview

Content description

Content from the Western Australian Curriculum	**Communicating** Interact with the teacher and peers using action-related talk and structured play, to exchange greetings Introduce and share information about themselves Recognise pictures, symbols, key words and phrases of spoken and written German in rhymes, songs, labels and titles related to their personal worlds **Understanding** Notice and use context-related vocabulary to generate language Recognise some first elements of grammar, including: • noticing that German has multiple words for 'the' • identifying people, animals and things using an article and a concrete noun, for example, *der Lehrer, eine Freundin*, or a pronoun, for example, *ich, du, er, sie, es, wir* • understanding and describing actions using verbs such as *gehen, kommen, machen, malen, lesen, schreiben, sehen, singen, spielen* and *wohnen* • understanding and using some question words and the intended/related answer in limited contexts, including *was* (an object) and *wer* (a person)

Content description	
	• gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0–10 • using simple adjectives to describe things such as *braun, rot, blau, groß, klein, schnell, langsam*.
Task preparation	
Prior learning	Students have prior knowledge of and exposure to: • context-related vocabulary • some first elements of grammar, including: gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0–10; using simple adjectives to describe things such as *braun, rot, blau, groß, klein, schnell, langsam* • the conventions of an interview.
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	Part A is to be completed by students working individually. The interview in Part B will take place between the teacher (or another speaker of German) and the student.
Resources	Task sheet A5 piece of paper Transcript of spoken text Recording device

Instructions for teacher

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

- taught context-related vocabulary
- provided with opportunities to engage in tasks and activities that involve information about foods they like
- taught grammatical structures, including:
    - gaining awareness of terms referring to quantities of people and things, including cardinal numbers 0–10
    - using simple adjectives to describe things such as *braun, rot, blau, groß, klein, schnell, langsam*
- exposed to the conventions of an interview, and provided with opportunities to practise them.

Task

Part A: Was magst du?

Students listen to a series of statements read by the teacher, and circle or mark, on the student task sheet, the image that represents what they have heard. Each statement will be read twice but may be read a third time if requested.

Provide students with Part A of the task.

Task administration script

READ ALOUD

> Please look at your task sheet. I will say a number and then a sentence in German about food. Listen carefully and circle the picture in the line that matches what I've said. I will read each sentence twice.
>
> Number one. Ich mag Bananen. *(Repeat statement)*.
> Number two. Ich mag Erdbeeren. *(Repeat statement)*.
> Number three. Ich mag Kuchen. *(Repeat statement)*.
> Number four. Ich mag Wassermelone. *(Repeat statement)*.
> Number five. Ich mag Eis. *(Repeat statement)*.

Part B: Ich mag… poster and interview

Students choose and draw on a poster images of three previously learned food words that they like. They present their poster either in front of the class or to the teacher.

In their presentation they use the rehearsed sentence structure *Ich mag + adjective + food* to talk about their food poster.

Example: Ich mag grüne Äpfel

Instructions to students

Was magst du?

Part A: Was magst du?

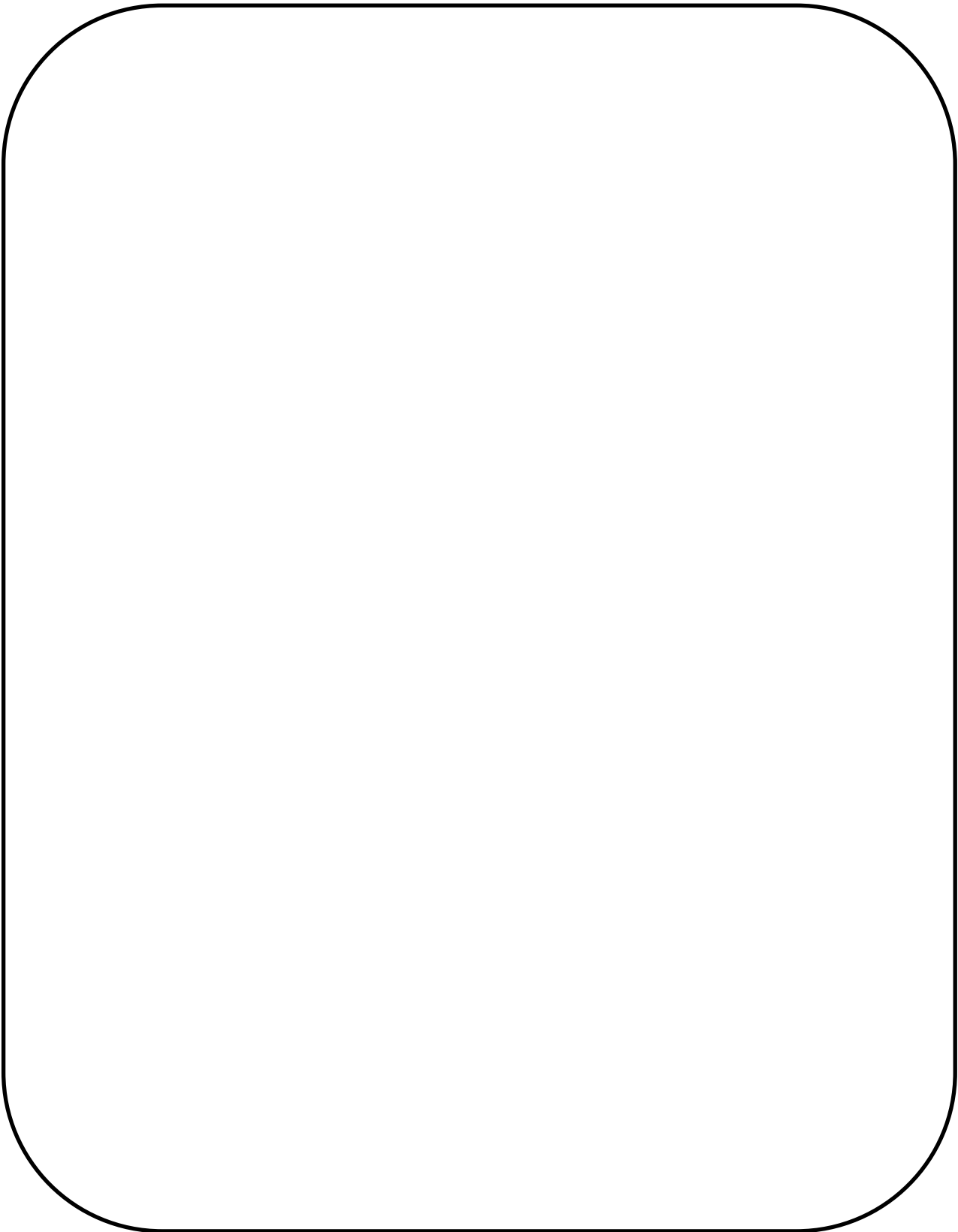Listen to the teacher.   Look at the pictures.   Circle the correct picture.

1)

2)

3)

4)

5)

Part B: Ich mag… poster and interview

Choose and draw three foods that you like.

Write your three sentences in the poster box below, for example, *Ich mag grüne Äpfel*.

Present your poster to the class or teacher.

Image acknowledgements

Sample marking key

Part A: Was magst du?

Description	Marks
Questions 1–5	
1. Circles the banana.	1
2. Circles the strawberries.	1
3. Circles the cake.	1
4. Circles the watermelon	1
5. Cicles the icecream.	1
Part A total	**5**

Part B: Ich mag… poster and interview

Description	Marks
Food item 1	
Uses the sentence starter *Ich mag* + a food item [1] + an adjective/s to describe the food [1].	2
Uses the sentence starter *Ich mag* + a food item [1] **or** an adjective/s to describe the food [1].	1
Does not respond, even after prompting.	0
Subtotal	**2**
Food item 2	
Uses the sentence starter *Ich mag* + a food item [1] + an adjective/s to describe the food [1].	2
Uses the sentence starter *Ich mag* + a food item [1] **or** an adjective/s to describe the food [1].	1
Does not respond, even after prompting.	0
Subtotal	**2**
Food item 3	
Uses the sentence starter *Ich mag* + a food item [1] + an adjective/s to describe the food [1].	2
Uses the sentence starter *Ich mag* + a food item [1] **or** an adjective/s to describe the food [1].	1
Does not respond, even after prompting.	0
Subtotal	**2**
Pronunciation	
Pronounces all, or most words accurately.	2
Pronounces some words accurately.	1
Poor pronunciation makes comprehension of what is being said difficult.	0
Subtotal	**2**
Poster drawing	
Draws 3 food items.	0-3
Subtotal	**3**
Part B total	**11**
Total	**16**