



## **SAMPLE ASSESSMENT TASK**

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**HINDI: SECOND LANGUAGE**

**YEAR 2 (PRE-PRIMARY–YEAR 10 SEQUENCE)**

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**तुम क्या खाते हो? (WHAT DO YOU EAT?)**

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## Sample assessment task

### Hindi: Second Language – Year 2

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<b>Title of task</b>	तुम क्या खाते हो? (What do you eat?)
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to events in the day, and in particular food and meals.</p> <p>In <b>Part A</b>, they demonstrate their skills in comprehending spoken and written texts by responding to the imaginative text भुक्खड इल्ली (<i>The Hungry Caterpillar</i>).</p> <p>In <b>Part B</b>, they demonstrate their skills in writing by creating their own version of the story, stating what they consume in the week.</p> <p>In <b>Part C</b>, they demonstrate their skills in speaking Hindi by retelling their imaginative story to the class, and answering questions posed by the teacher.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This task aims to determine students' learning at the time of the assessment. It establishes their ability to comprehend spoken and written texts and convey information in their spoken and written responses. It also establishes their ability to create stories and perform imaginative scenarios, through scaffolded writing activities and an oral presentation, using familiar words and modelled language.
<b>Assessment strategy</b>	Short response – listen for information in spoken text Short response – read for information in written text Extended response – write an imaginative story Oral presentation – present their own story and respond to questions
<b>Evidence to be collected</b>	Completed task sheets Imaginative story Audiovisual recording of presentation
<b>Suggested time</b>	Part A – 10 minutes Part B – 20 minutes Part C – 3 minutes

## Content description

Content from the Western Australian Curriculum

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### Communicating

Interact with teacher and peers orally and in writing to participate in routine exchanges, asking each other how they are and offering wishes, and to share information about events in the day and over the year

Participate in guided collaborative tasks, transactions and games, taking turns, exchanging and negotiating, using simple language

Respond to teacher talk and instruction

### Understanding

Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and some first elements of the Hindi grammatical system, including:

- using words to ask questions; for example, कौन आया है?; तुम कहाँ रहते हो?; पंकज भैया कब आएंगे?; दादी स्कूल कैसे जाती है?
- observing the relationship between gender and verb endings; for example, लड़का लिखता है।; लड़की लिखती है।; हम लिखते हैं।
- using singular and plural masculine and feminine forms of nouns; for example, घोड़ा; घोड़ी; घोड़े; घोड़ियाँ; लीची; लीचीयाँ
- beginning to describe quantity using cardinal numbers; for example, तीन कुर्सियाँ; बीस पेड़
- locating events in time by using the days of the week
- developing number knowledge for 21 to 30

## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- a range of simple imaginative texts
- vocabulary related to the context, such as भूख, भूखी, खाया, सेब
- elements of grammar, including singular and plural forms of nouns; masculine and feminine forms of nouns; simple sentence structure; and suitable words for asking questions
- the textual conventions of a story.

### 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

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### Assessment conditions

Task is to be completed by students working individually.

### Resources

- Task sheets
- Copy of the storybook
- Poster of useful phrases/phrases displayed on board
- Recording device

## Instructions for teacher

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

- provided with opportunities to listen to, view and read the storybook **भुक्खड इल्ली** (*The Hungry Caterpillar*) and other texts related to days of the week and food
- familiar with context-related vocabulary, including words related to food
- taught some first elements of grammar, including the use of:
  - simple sentence structures; for example, आज तुम जलेबी खाओ।; कल मैं लड्डू खाऊँगा।
  - the present tense
  - numbers
  - days of the week
- exposed to the textual conventions of a story and key words and phrases in Hindi, such as एक बार, उसके बाद

## Activities to scaffold the task

Provide opportunities for students to engage in language practice and writing activities to help them internalise the language and skills they need for this task, such as:

- playing Rally Race: in pairs, students alternate describing different fruits with words relating to colour, size and texture
- playing Guess What with a cloth bag containing different fruits. Students take turns feeling each fruit in the bag and naming it without seeing it
- drawing what they do on different days of the week (PE, Art, Science etc.) and sharing it with the class, using Hindi names for the days of the week.

## Task

### Part A: एक भूखी इल्ली

Prior to the task, read to the students the storybook *भुखड इल्ली (The Hungry Caterpillar)*, and have them collaboratively retell the story.

Provide students with the task sheet for Part A and ask them to write the number and name of the fruit the caterpillar ate, as well as drawing the number of fruits eaten, to complete each frame.

Tell the students that they may choose the fruit from the list provided.

### Part B: तुम क्या खाते हो?

Having listened to and viewed the story of *भुखड इल्ली*, students re-create the imaginative text by writing and illustrating their own story.

Students are to sort the jumbled images, days of the week and phrases to reveal what they eat each day.

They construct seven sentences from the list of phrases they are given. Each sentence includes the day of the week, the food the student eats and how many pieces of this food they eat.

Provide students with the Task sheet, a pair of scissors, a glue stick and a blank piece of paper on which to place the sorted images and sentences.

Students listen as the teacher reads them their story.

### Task administration script

Teacher reads aloud:

1. सोमवार को मैं एक आड़ू खाती हूँ। (Pause for 3 minutes before reading the next sentence.)
2. मंगलवार को मैं दो अनानास खाती हूँ। (Pause for 3 minutes before reading the next sentence.)
3. बुधवार को मैं तीन केक खाती हूँ। (Pause for 3 minutes before reading the next sentence.)
4. गुरुवार को मैं चार केले खाती हूँ। (Pause for 3 minutes before reading the next sentence.)
5. शुक्रवार को मैं पांच आइसक्रीम खाती हूँ। (Pause for 3 minutes before reading the next sentence.)
6. शनिवार को मैं छः नाशपाती खाती हूँ। (Pause for 3 minutes before reading the next sentence.)
7. रविवार को मैं सात संतरे खाती हूँ। (Pause for 3 minutes before reading the next sentence.)

Allow the students approximately 25 minutes to complete this part of the task.

Students then practise reading their story to a classmate before presenting the story to the class.

### Part C: आप क्या खाते हैं?

Students take turns to stand in front of the class and read aloud their story.

The teacher then asks them four questions related to their story:

1. आप सोमवार को क्या खाते हैं?
2. आप मंगलवार को क्या खाते हैं?


3. आप गुरुवार को क्या खाते हैं?
4. आप रविवार को क्या खाते हैं?



## Instructions to students

### Part A: एक भूखी इल्ली

We are going to share the story एक भूखी इल्ली After listening and watching, complete each box by writing the name and number of pieces of the food the caterpillar eats, and drawing the number of pieces it eats.

एक भूखी इल्ली। 	सोमवार को वह _____  खाती है।	मंगलवार को वह _____  खाती है।
बुधवार को वह _____  खाती है।	गुरुवार को वह _____  खाती है।	शुक्रवार को वह _____  खाती है।

Choose the fruit and its correct name from the words and pictures below to complete the sentences, and draw the correct number of fruit in the correct boxes.



सेब



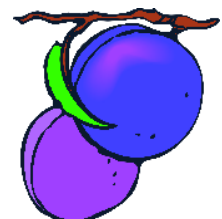
संतरा



स्ट्रॉबेरी



नाशपाती


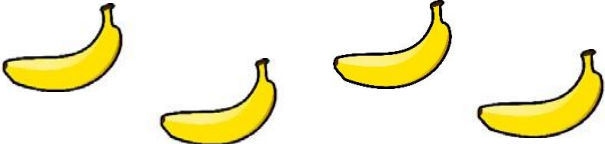







आलूबुखारा

## Part B: तुम क्या खाते हो

You have listened to the story *The Hungry Caterpillar*, now listen while the teacher tells a story about you.

The phrases and pictures below tell you what you eat during the week, but they seem to be all jumbled up. See if you can work out what you eat during the week by cutting out the sentences and pictures and reorganising them.

यह मैं हूँ		
सोमवार को ----- ---	मैं एक आइसू खाता हूँ।	
मंगलवार को ----- -----	मैं दो अन्नानास खाता हूँ।	
बुधवार को ----- -----	मैं तीन केक खाता हूँ।	
गुरुवार को ----- -----	मैं चार केले खाता हूँ।	
शुक्रवार को ----- -----	मैं पाँच आइसक्रीम खाता हूँ।	
शनिवार को ----- -----	मैं छः नाशपाती खाता हूँ।	
रविवार को ----- -----	मैं सात संतरे खाता हूँ।	

### **Part C: आप क्या खा रहे हैं?**

Practise reading your story and when you are ready the teacher will ask you to read it out aloud.

Speak clearly.

The teacher will also ask you some questions about what you have written.

Listen carefully to the teacher's questions.

## Sample marking key

Description	Marks
<b>Part A: एक भूखी इल्ली</b>	
<b>Table</b>	
सोमवार – एक सेब	1
मंगलवार – दो नाशपाती	1
बुधवार – तीन आलूबुखारा	1
गुरुवार – चार स्ट्रॉबेरी	1
शुक्रवार – पांच संतरे	1
<b>Part A total</b>	<b>/5</b>
<b>Part B: तुम क्या खाते हो?</b>	
<b>Table</b>	
सोमवार को + मैं एक आड़ू खाता हूँ + image of a peach.	[1] + [1] + [1]
मंगलवार को + मैं दो अन्नानास खाता हूँ + image of two pineapples.	[1] + [1] + [1]
बुधवार को + मैं तीन केक खाता हूँ + image of three cakes.	[1] + [1] + [1]
गुरुवार को + मैं चार केले खाता हूँ + image of four bananas.	[1] + [1] + [1]
शुक्रवार को + मैं पाँच आइसक्रीम खाता हूँ + image of five ice cream cones.	[1] + [1] + [1]
शनिवार को + मैं छः नाशपाती खाता हूँ + image of six pears.	[1] + [1]
रविवार को + मैं सात संतरे खाता हूँ + image of seven oranges.	[1] + [1]
<b>Part B total</b>	<b>/19</b>
<b>Part C: आप क्या खा रहे हैं?</b>	
<b>Content</b>	
Presents information with confidence. Answers questions correctly.	3
Conveys a satisfactory amount of information. Answers questions mostly correctly.	2
Communicates little relevant information.	1
<b>Subtotal</b>	<b>/3</b>

## Sample marking key

Description	Marks
<b>Grammar and vocabulary</b>	
Uses a good range of vocabulary and grammatical elements mostly accurately.	3
Uses a sufficient range of vocabulary to communicate information. Makes errors in grammatical structures, but responses are more accurate than inaccurate and meaning is clear.	2
Uses a limited range of vocabulary and often gives one-word responses. Offers occasional short phrases, but meaning is not always clear.	1
<b>Subtotal</b>	<b>/3</b>
<b>Pronunciation</b>	
Uses clear and accurate pronunciation and intonation.	3
Exhibits some inconsistency in pronunciation and intonation, but meaning is clear.	2
Uses inaccurate pronunciation, impeding comprehension at times.	1
<b>Subtotal</b>	<b>/3</b>
<b>Part C total</b>	<b>/9</b>
<b>Total</b>	<b>/33</b>

## Acknowledgements

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