



Sample assessment task

Year level	3
Learning area	Languages
Subject	German: Second Language
Title of task	<i>Wer bin ich?</i> (Who am I?)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family members.</p> <p>In Part A students also demonstrate their skills in comprehending written text, matching descriptions to images and writing short phrases.</p> <p>In Part B and Part C they demonstrate their writing skills in writing a riddle about a family member and sharing it with the class. They also create a family photo album describing the members of their family.</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 to comprehend written text by locating key information and conveying it in different ways. It also establishes their ability to write in German both creative texts such as riddles, as well as descriptive texts such as writing a description of their family members in a family album.
Assessment strategy	<p>Short response – read for information in a written text</p> <p>Short response – write a riddle</p> <p>Extended response – write a short description</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Family album</p>
Suggested time for assessment	<p>Part A – 10 minutes</p> <p>Part B – 15 minutes</p> <p>Part C – 45 minutes</p>

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Create and present short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>Understanding</p> <p>Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks</p>
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Content description	
	<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, <i>der Bruder, ein Bruder, er</i> • noticing that nominative and accusative indefinite articles denote an unspecified person or object, for example, <i>Rotkäppchen hatte einen Korb</i> • using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to a person, for example, <i>Meine Schwester ist zehn Jahre alt; Ich habe einen Bruder</i> • describing a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i> • understanding and using pronouns to refer to people, for example, <i>ich, du, er, sie</i> (singular); <i>wir, ihr, sie</i> (plural); <i>Sie heißt Anna, Sie heißen Ben und Sarah</i> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal German texts.</p>
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: adjectives; possessive adjectives; punctuation; definite and indefinite articles • the textual conventions of a riddle and a description.
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	Tasks to be completed by students working individually.
Resources provided	<p>Task sheets</p> <p>A4 paper for family album</p>

Instructions for teacher

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

- provided with a variety of texts related to family members
- taught context-related vocabulary
- taught grammatical structures, including:
 - adjectives
 - possessive adjectives
 - punctuation
 - definite and indefinite articles
- taught the textual conventions of a riddle and a description, and provided with opportunities to practise them.

Task

Part A: Wer bin ich?

Provide students with Part A of the task.

Ask them to look at the images of the family members and read the text. They draw a line to match the description in the text with the correct family member. Finally, they write the name of the family member in the right hand column.

Advise students that they have 10 minutes to complete Part A.

Part B: Wer bin ich?

Students use the model in Part A to write a riddle in German based on a family member.

The riddle should be 5 sentences in length.

They then read the riddle to the class. Class members attempt to solve the riddle.

Advise students that they have 15 minutes to complete Part B.

Part C: Mein Familienalbum

Provide students with paper on which to write and illustrate a family album.

Have students fold the page into a booklet and then guide them through the activity.

Format:

- title page is *Mein Familienalbum*.
- each subsequent page has a different family member on it. Students select three family members to describe.
- students write at least three sentences about each family member and draw simple illustrations. For each member students write the name of the family member and how they are related to the student. Then they write two things about them, for example, how old they are, their hair or eye colour, what they like doing.

Advise students that they have 45 minutes to complete Part B.

Instructions to students

Wer bin ich?

Part A: Wer bin ich?

Look at the family members and read the text.

Draw a line to match the description in the text with the correct image and word for each family member.

Draw a line to match the text with the person and a line to match the person with the word.

- 1 Ich bin eine Frau.
Ich habe graue Haare.
Ich backe sehr gern.
Ich bin alt.
Wer bin ich?



Schwester

- 2 Ich bin niedlich.
Ich habe dünne Beine.
Ich habe dunkelbraune Haare.
Ich bin sechs Jahre alt.
Wer bin ich?



Papa

- 3 Ich bin eine Frau.
Ich habe braune Haare.
Ich bin sechsundzwanzig Jahre alt.
Ich habe ein Baby.
Wer bin ich?



Bruder

- 4 Ich habe kurze, schwarze Haare.
Ich trage eine Brille.
Ich habe einen Bart.
Ich habe zwei Kinder.
Wer bin ich?



Mama

- 5 Ich bin klein.
Ich habe einen Bruder.
Ich habe blaue Augen und rote Haare.
Ich trage eine blaue Hose.
Wer bin ich?



Oma

Part B: Wer bin ich?

Write your own 'Who am I?' riddle in German. Share it with the class.

Part C: Mein Familienalbum

Listen to your teacher for instructions as you create your own family album.

Include three family members in your album.

For each member of your family try to write three sentences in German.

Write the name of the family member and how they are related to you. Then write two things about them, for example, how old they are, their hair or eye colour, what they like doing.

Once you have completed your writing, draw each family member.

Here is an example:








Mein Bruder ist erst 6 Jahre alt.
Er ist etwas klein.
Er spielt sehr gut Fußball.

[Image of boy: <https://openclipart.org/detail/58321/child>]

Sample marking key

Part A: Wer bin ich?

Description	Marks
Questions 1-5	
1. Oma [1], image [1] 	2
2. Schwester [1], image [1] 	2
3. Mama [1], image [1] 	2
4. Papa [1], image [1] 	2
5. Bruder [1], image [1] 	2
Part A total	10

Part B: Wer bin ich?

Description	Marks
Writes own riddle	
1. Writes first sentence in the riddle correctly.	1
2. Writes second sentence in the riddle correctly.	1
3. Writes third sentence in the riddle correctly.	1
4. Writes fourth sentence in the riddle correctly.	1
5. Writes fifth sentence in the riddle correctly.	1
Part B total	5

Part C: Mein Familienalbum	
Description	Marks
Page 1	
Name of the person [1], which family member they are [1]	2
Grammatical structure: Writes three grammatically correct sentences describing the family member [2] Writes two or three sentences with minor errors, such as spelling or punctuation [1] No grammatical structures are used [0]	0–2
Includes an image of the family member	1
Subtotal	5
Page 2	
Name of the person [1], which family member they are [1]	2
Grammatical structure: Writes a grammatically correct sentences describing the family member [2] Writes two or three sentences with minor errors, such as spelling or punctuation [1] No grammatical structures are used [0]	0–2
Includes an image of the family member	1
Subtotal	5
Page 3	
Name of the person [1], which family member they are [1]	2
Grammatical structure: Writes three grammatically correct sentences describing the family member [2] Writes two or three sentences with minor errors, such as spelling or punctuation [1] No grammatical structures are used [0]	0–2
Includes an image of the family member	1
Subtotal	5
Part C total	15
Total	30

Image acknowledgements

Part A:

Image: OpenClipartVectors. (2013). [Young man in glasses]. Retrieved March, 2016, from <https://pixabay.com/en/man-person-avatar-face-head-156584/>

In the public domain.

Image: Netalloy. (2010). Sweet kids. Retrieved March, 2016, from

<https://openclipart.org/detail/85153/sweet-kids>

In the public domain.

Image: [Old woman]. Retrieved March, 2016, from www.clipartbest.com/clipart-xigGX54iA

In the public domain.

Image: Happy girl vector image. (2014). Retrieved March, 2016, from

<http://publicdomainvectors.org/en/free-clipart/Happy-girl-vector-image/6959.html>

In the public domain.

Image: Glamazon. (2014). [Toddler in green jumpsuit]. Retrieved March, 2016, from

<https://pixabay.com/en/baby-boy-girl-neutral-green-child-507127/>

In the public domain.

Image: Simple cartoon girl vector illustration. (2015). Retrieved March, 2016, from <http://publicdomainvectors.org/en/free-clipart/Simple-cartoon-girl-vector-illustration/25110.html>

In the public domain.

Part C:

Image: [Image of boy]. Retrieved March, 2016, from

<https://openclipart.org/detail/58321/child>

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