



नमस्ते दोस्तों (HELLO FRIENDS)

SAMPLE ASSESSMENT TASK

HINDI: SECOND LANGUAGE

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

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment task

Hindi: Second Language – Pre-primary

Title of task	नमस्ते दोस्तों (Hello friends)
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to exchanging greetings and expressing their feelings in Hindi.</p> <p>In Part A and Part B, they demonstrate their skills in comprehending oral language through matching activities.</p> <p>In Part C, students demonstrate their skills in speaking Hindi by participating in an interview with their teacher to exchange greetings, introduce themselves and talk about how they are feeling.</p>
Type of assessment	Summative
Purpose of assessment	<p>This task aims to determine students' learning at the time of the assessment. It establishes their ability to recognise pictures and symbols in simple statements and convey factual information about themselves. It also establishes their ability to interact in spoken Hindi with the teacher to exchange greetings and introduce and share information about themselves.</p>
Assessment strategy	<p>Short response – listen for information in spoken texts</p> <p>Oral performance – participate in an interview</p>
Evidence to be collected	<p>Completed task sheets</p> <p>Audiovisual recording of interview</p>
Suggested time	<p>Part A and Part B – 15 minutes</p> <p>Part C – 5 minutes</p>

Content description

Content from the Western Australian Curriculum

Communicating

Interact with teacher and peers through action-related talk and structured play to exchange greetings

Introduce and share information about themselves

Participate in shared actions with teacher and peers, using simple, repetitive key words, images, movement and songs

Understanding

Recognise and reproduce the sound of the vowels and consonants of spoken and written Hindi by singing, reciting and repeating words and phrases in context

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

- identifying people using singular subject pronouns; for example, तुम; आप; मैं; वह
- recognising gender usage in nouns; for example, मुर्गा; मुर्गी; बकरा; बकरी
- recognising and using the nouns for common objects around them; for example, मेज़; कुर्सी; पुस्तक
- showing understanding by responding to directions; for example, बैठ जाओ।; पानी पियो।
- using numbers while referring to objects; for example, एक बिल्ली; दो फूल
- developing number knowledge for one to 10.

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, including key words and phrases of greetings and leave-taking
- some first elements of grammar, including responding to questions to elicit their name; responding to classroom instructions; expressing feelings through gesture or speaking; recognising simple words
- 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 and Part B must be completed by the students independently.

The interview in Part C will take place between the teacher and the student.

Resources

- Task sheet
- Transcript of the spoken text
- Recording device

Instructions for teacher

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

- taught context-related vocabulary, including greetings and emotions
- taught some first elements of grammar, including:
 - noun gender, such as लड़का, लड़की
 - simple verbs, such as बैठो, लिखो
 - pronouns to identify people, such as तुम, मैं, वह
 - repeating simple questions and statements, such as यह क्या है? यह एक कुर्सी है।
- exposed to the conventions of an interview and provided with opportunities to practise them.

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:

- routinely meeting and greeting the teacher and other students, including playing games or singing greeting songs with actions
- using flashcards with pictures to name different objects
- interacting with others in games, such as Mix-Pair-Share, where students move around the classroom with Indian music playing. When the music stops, the students stop and appropriately greet the child next to them. Then as a pair they practise responding to questions, such as तुम कैसे हो? यह क्या है?
- playing Simon says: students learn the names of actions before the teacher conducts the game, saying, Simon says दौड़ो or Simon says सो जाओ
- role playing and displaying the emotion the teacher mentions, such as मैं खुश हूँ, मैं थक गई।
- repeating simple modelled sentences stating यह फूल है, वह घर है।

Task

Projecting or displaying the images on a whiteboard will be helpful for explanation and ease of understanding in Part A and Part B.

Part A: नमस्ते दोस्तों

Students listen to six statements made by the teacher and circle on the task sheet, the image that corresponds to what they have heard. For each statement, students choose between two images.

Task administration script

Teacher reads aloud:

Listen carefully to the following statements and circle the matching picture.

Question 1: नमस्ते क्लास/ कक्षा।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Question 2: वह लड़का है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Question 3: छोटा बच्चा खड़ा है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Question 4: यह कुत्ता है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Question 5: वह खेलता है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Question 6: बिल्ली बैठी है।

Read the statement again.

Pause after the second reading to allow students to respond.

Part B: आज आप कैसे हैं?

Students listen to four statements made by the teacher and circle on the task sheet, the image that corresponds to what they have heard. For each statement, students will choose between three images.

Students then listen to statements 5 and 6 and draw the expression on the image to correspond with the statement they have heard.

Teacher reads aloud:

Listen carefully to the following statements and circle the matching picture.

Statement 1: मैं ठीक नहीं हूँ।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Statement 2: सब अच्छा है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Statement 3: धन्यवाद, हम सब खुश हैं।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Statement 4: वो दुखी है।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

For statements 5 and 6, draw the expression on the face to show you understand.

Statement 5: बहुत अच्छा।

Read the statement again.

Pause after the second reading to allow students to respond.

Teacher reads aloud:

Statement 6: वह रो रहा है।

Read the statement again.

Pause after the second reading to allow students to respond.

Part C: अपने बारे में बताओ

The interviews can be conducted over a number of lessons.

The teacher is looking for a simple response to the questions and statements.

If required, support can be provided in the form of gestures or prompting.

Task administration script

Teacher: नमस्ते!

Student: (Student responds to the greeting.)

Teacher: तुम्हारा नाम क्या है?

Student: (Student provides a response to the question.)

Teacher: आज तुम कैसे हो?

Student: (Student provides a response to the question.)



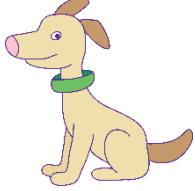

Teacher: धन्यवाद, फिर मिलेंगे।

Student: (Student ends interview with a final salutation.)

Instructions to students

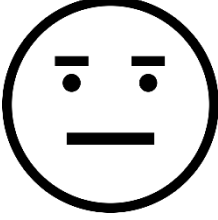



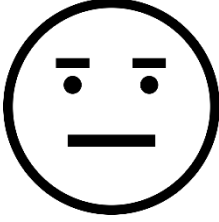

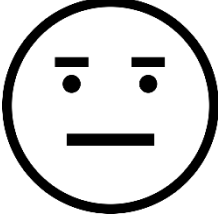



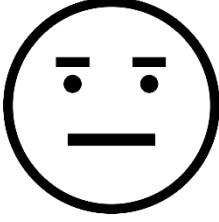

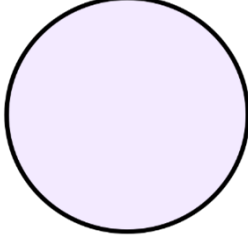
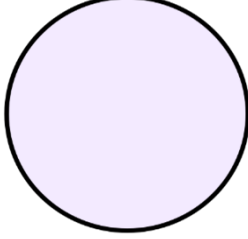
Part A: नमस्ते दोस्तों

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

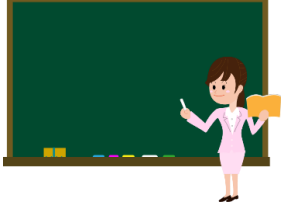





1. नमस्ते क्लास/ कक्षा।		
2. वह लड़का है।		
3. छोटा बच्चा खड़ा है।		
4. यह कुत्ता है।		
5. वह खेल रहा है।		
6. बिल्ली बैठी है।		







Part B: आज आप कैसे हैं?

Listen to the teacher. Look at the pictures. Circle the correct picture or draw the correct face.

1. मैं ठीक नहीं हूँ।			
2. सब अच्छा है।			
3. धन्यवाद हम सब खुश हैं।			
4. वह दुखी है।			
5. बहुत अच्छा।			
6. वह रो रहा है।			

Sample marking key

Description	Marks	
Part A: नमस्ते दोस्तों		
Questions 1–6		
1.		1
2.		1
3.		1
4.		1
5.		1
6.		1
Part A total		/6

Sample marking key		
Description		Marks
Part B: आज आप कैसे हैं?		
Questions 1–6		
1.		1
2.		1
3.		1
4.		1
5.		1
6.		1
Part B total		/6

Sample marking key	
Description	Marks
Part C: अपने बारे में बताओ	
Question 1	
Says नमस्ते टीचर/ मिसिज़ ___/ गुरुजी।	3
Says नमस्ते	2
Responds appropriately after prompting.	1
Subtotal	/3
Question 2	
Says मेरा नाम _____ है।	3
Says their name only.	2
Responds appropriately after prompting.	1
Subtotal	/3
Question 3	
Says मैं ठीक हूँ/ अच्छा हूँ/ अच्छी हूँ।	3
Says ठीक/ अच्छा/ अच्छी	2
Responds appropriately after prompting.	1
Subtotal	/3
Question 4	
Says धन्यवाद फिर मिलेंगे। /नमस्ते फिर मिलेंगे।	2
Responds appropriately after prompting.	1
Subtotal	/2
Part C total	/11
Total	/23

Acknowledgements

Part A:

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Part B:

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Azieser. (2007). *Smiley - Yellow and Black* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/3127/smiley-yellow-and-black>

Arnoud999. (2006). *Right or Wrong 3* [Clipart]. Retrieved June, 2023, from <https://openclipart.org/detail/15813/right-or-wrong-3>