



## Sample assessment task

<b>Year level</b>	3
<b>Learning area</b>	Languages
<b>Subject</b>	Chinese: Second Language
<b>Title of task</b>	我爱我的家 <i>wǒ ài wǒ de jiā</i> (I love my family)

## Task details

<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary and grammatical structures related to family members and leisure activities.</p> <p>In Part A they also demonstrate their skills in comprehending spoken Chinese by matching images to what they hear.</p> <p>In Part B they demonstrate their skills in writing by labelling with Chinese characters a picture of a family.</p> <p>In Part C they demonstrate their skills in speaking Chinese by describing to their teacher a stimulus picture of their family and the things that they like.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend spoken text and locate and convey specific points of information from familiar simple spoken and visual sources and convey this information using learnt phrases and words. It also establishes information on their ability to reproduce key Chinese characters, learned phrases and words from familiar contexts and their ability to speak Chinese and convey factual information.
<b>Assessment strategy</b>	Short response – listen for information in a spoken text Short response – write characters, words and phrases Oral performance – participate in a role play
<b>Evidence to be collected</b>	Completed task sheet Audio visual recording of the interview
<b>Suggested time</b>	Part A – 10 minutes Part B – 15 minutes Part C – 20 minutes to draw the stimulus and 5 minutes to participate in the interview

Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Interact and socialise orally with the teacher and peers using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好, 我叫 James。我八岁。我住在珀斯。你住在里? 我哥哥喜欢踢足球。</p> <p>Locate and convey specific points of information from familiar simple spoken and visual sources and convey this information using learnt phrases and words, related to their personal worlds</p> <p><b>Understanding</b></p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p> <p>Recognise and use context-related vocabulary and use some first 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"> <li>• that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗?</li> </ul>
Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• context-related vocabulary and grammatical items, including: <ul style="list-style-type: none"> <li>▪ giving information related to leisure activities and sports, for example, 我喜欢打网球</li> <li>▪ family members and their Chinese characters, for example, 爸爸、妈妈、哥哥</li> </ul> </li> <li>• the textual conventions of an interview.</li> </ul>
<b>Assessment differentiation</b>	<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	
<b>Assessment conditions</b>	<p>Part A and Part B are to be completed by students working individually.</p> <p>The interview in Part C will take place between the teacher (or another speaker of Chinese) and the student.</p>
<b>Resources</b>	<p>Task sheet</p> <p>Transcript of spoken text</p> <p>Recording device</p>

## Instructions for the teacher

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

- taught context-related vocabulary and grammatical structures, including:
  - giving information related to leisure activities and sports, for example, 我喜欢打网球
  - family members and their Chinese characters, for example, 爸爸、妈妈、哥哥
- taught the textual conventions of an interview, and provided with opportunities to practise them.

## Task

### Part A: Family members

Provide students with Part A of the task.

Students listen to statements read by the teacher and circle the image that matches what they hear. Each statement will be read twice.

### Task administration script

#### READ ALOUD

Please look at your task sheet. I will say a number in English and then a sentence in Chinese. Please circle the picture that matches what I say. I will read each sentence twice.

Number one. 我家有五口人

Number two. 我有一个姐姐和一个弟弟

Number three. 我有一只狗，我没有猫

Number four. 我爱我的家

### Part B: Jamie's family

Provide students with Part B of the task.

Students label a picture of Jamie's family with Chinese characters.

They may use the word list to help them.

### Task administration script

#### READ ALOUD

Please look at the picture of Jamie's family in Part B. you need to label Jamie's family using Chinese characters. You can use the word list to help you. Please make your characters neat. Jamie has already been labelled with the character 我

Advise students that they have 15 minutes to complete this task.

### **Part C: My family**

Provide students with Part C of the task.

Students draw a picture of their family and the things that they like and then use this picture as a stimulus in an interview with the teacher.

#### **READ ALOUD**

Please look at Part C. Using the picture that you have drawn, tell your teacher about your family and the things that they like. Answer in Chinese any questions that the teacher asks. Try and use full sentences.

Advise students that they have 20 minutes to draw their stimulus picture.

Instructions to students

wǒ ài wǒ de jiā  
我爱我家 I love my family

Part A: Family members

Look at the pictures. Listen to the teacher. Draw a circle around the picture that matches what you have heard.

1.   

2.   

3.   

4.   

Part B: Jamie's family

Below is a picture of Jamie's family. Label each of Jamie's family members in Chinese characters.

You can use the word list below to help you.

Make sure you write the characters neatly.

妈妈      爸爸      弟弟      妹妹      狗<sup>gǒu</sup>      猫<sup>māo</sup>

1.

我

2.

3.

4.

5.

6.

**Part C: My family**

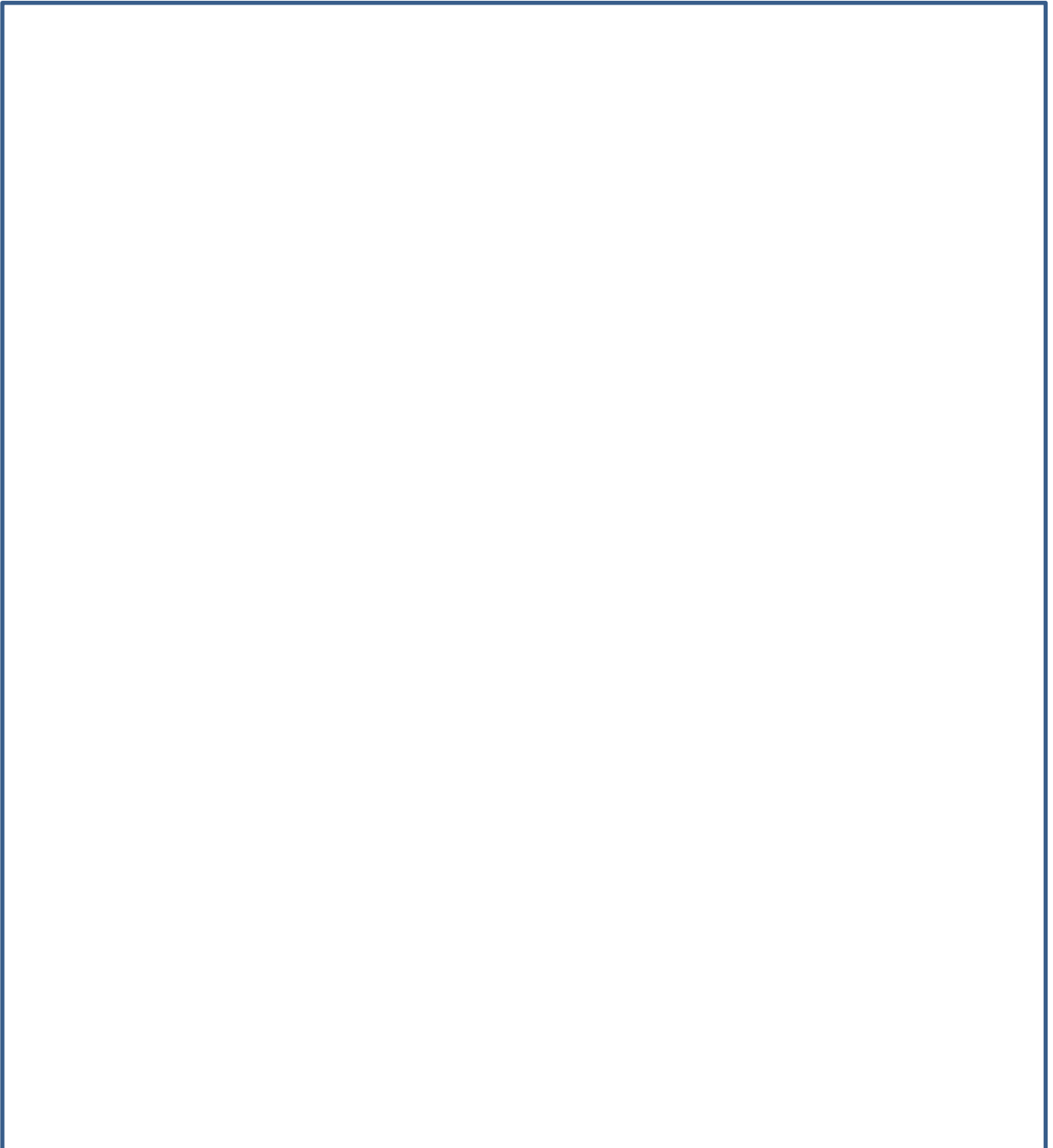
Draw a picture of your family and some of the things that your family likes in the box below.

You may include your pets in the drawing if you wish.

Then tell the teacher about your family, using your picture to help you remember what you would like to say.

Answer in Chinese any of the questions that your teacher asks you.




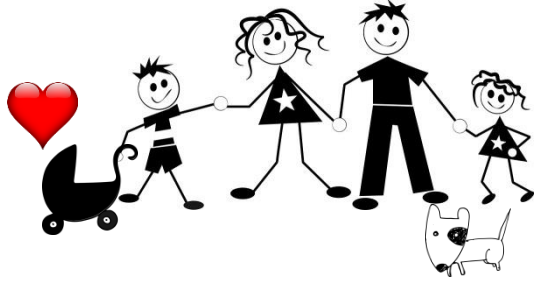
You have 20 minutes to draw your picture.



## Sample marking key

### Part A: Family members

Questions 1–4

Description	Marks
1. 	1
2. 	1
3. 	1
4. 	1
<b>Subtotal</b>	4
<b>Part A total</b>	4



<b>Part B: Jamie's family</b>	
<b>Description</b>	<b>Marks</b>
Questions 1–6	
1. 爸爸	1
2. 妹妹	1
3. 妈妈	1
4. 猫 māo	1
5. 狗 gǒu	1
6. 弟弟	1
<b>Subtotal</b>	<b>6</b>
<b>Part B total</b>	<b>6</b>
<b>Part C: My family</b>	
<b>Description</b>	<b>Marks</b>
Content	
Provides comprehensive information on their family members and the things they like. Spontaneously answers all questions that the teacher asked them.	4
Provides information on their family members and the things that like. Answers most of the questions that the teacher asks them, though may require repetition of some questions.	3
Provides some information on their family members and the things they like. Information lacks detail. Requires repetition or prompting to answer the questions.	2
Provides few details on their family members and the things they like. Information is incomplete. Requires extensive prompting and scaffolding to answer the questions.	1
<b>Subtotal</b>	<b>4</b>
Grammar	
Accurate grammatical structures are used with only minor errors, such as punctuation.	3
Some grammatical errors are, for example, word order or punctuation.	2
Uses only phrases to write or there are significant grammatical errors, though the meaning is still comprehensible.	1
<b>Subtotal</b>	<b>3</b>
Pronunciation	
Pronunciation is clear and accurate. Tones are accurately pronounced. Voice is of a volume that makes it easy to understand what is being said.	3
Most words are pronounced accurately. Some errors in the pronunciation of tones or the speed or volume of the speech.	2
A number of errors with pronunciation; however, speech is still comprehensible.	1
<b>Subtotal</b>	<b>3</b>
<b>Part C total</b>	<b>10</b>
<b>Total</b>	<b>20</b>

## Image acknowledgements

### Part A

- Image 1a: Mother and father <https://pixabay.com/en/couple-love-man-pair-woman-happy-157610/>  
Painter boy <https://pixabay.com/en/artist-painter-painting-colors-154354/>  
Sport boy <https://openclipart.org/detail/100783/sport-man>  
Baby <https://pixabay.com/en/baby-girl-pink-sit-ribbons-happy-306118/>  
Dog <https://pixabay.com/en/puppy-pet-dog-animal-cute-canine-312492/>
- Image 1b: <http://www.cliparthut.com/happy-family-clip-art-free-clipart-Ds684T.html>
- Image 1c: Mother and father [https://www.wpclipart.com/people/groups/couple/couple\\_2.png.html](https://www.wpclipart.com/people/groups/couple/couple_2.png.html)  
Baby <https://pixabay.com/en/baby-brown-girl-hair-birthday-304575/>  
House <http://www.clipartbest.com/clipart-di7RM64i9>
- Image 2a: Boy <https://openclipart.org/detail/724/boy-playing-with-toy-truck>  
Baby <http://www.clker.com/clipart-baby-1.html#>
- Image 2b: Mother <https://pixabay.com/en/woman-mother-adult-people-smiling-158140/>  
Father <https://pixabay.com/en/boy-happy-man-people-smiling-147797/>  
Boy <https://pixabay.com/en/boy-standing-gesturing-pointing-311463/>  
Baby <https://pixabay.com/en/baby-girl-crawling-pink-happy-33288/>
- Image 2c: Sister <http://publicdomainvectors.org/en/free-clipart/Happy-girl-vector-image/6959.html>  
Brother <https://openclipart.org/detail/168657/dad-and-son>
- Image 3a: Brother <http://www.clipartbest.com/clipart-yik8neyiE>  
Sister [http://worldartsmeme.com/girl-in-dress-clipart.html#gal\\_post\\_14155\\_girl-in-dress-clipart-1.jpg](http://worldartsmeme.com/girl-in-dress-clipart.html#gal_post_14155_girl-in-dress-clipart-1.jpg)
- Image 3b: <https://pixabay.com/en/dog-bone-brown-face-cute-fat-35553/>
- Image 3c: <https://pixabay.com/en/cat-animal-feline-kitty-orange-161284/>
- Image 4a: Family <http://www.cliparthut.com/happy-family-clip-art-free-clipart-Ds684T.html>  
Pram <https://pixabay.com/en/baby-stroller-black-drawing-304462/>  
Dog <https://openclipart.org/detail/84049/bull-terrier>
- Image 4b: <https://openclipart.org/detail/241454/father-and-son-stroller>
- Image 4c: Mother <https://openclipart.org/detail/168267/mommy-1>  
Father <https://openclipart.org/detail/31495/daddy-standing-01>  
Baby <http://www.clker.com/clipart-baby-sitting-2.html>  
Pram <https://openclipart.org/detail/22655/poussette>  
Heart <https://pixabay.com/en/heart-love-red-valentine-romantic-157895/>

### Part B

- Family of four: <https://openclipart.org/detail/231801/stick-figure-family>  
Boy with soccer ball: <https://pixabay.com/en/football-footballer-ball-child-boy-989987/>  
Cat: <https://openclipart.org/detail/179259/yellow-tiger-catfour-legs>  
Dog: <https://pixabay.com/en/dog-bone-brown-face-cute-fat-35553/>

All images retrieved March, 2016.