



Sample assessment task	
Year level	2
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Berapa rambutan merah?</i> (How many ripe rambutan are there?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to counting, colours and fruit.</p> <p>In Part A, formative assessment, they also demonstrate their skills in comprehending written texts and images by counting ripe and unripe rambutan, and distinguishing between the colours of the fruit before conveying this information in short written responses.</p> <p>In Part B, summative assessment, they demonstrate their skills in speaking Indonesian by naming and describing the fruit pieces that are shown to them by their teacher.</p>
Type of assessment	Formative and summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on their ability to comprehend written text and images and convey their understanding in short written responses. It also establishes information on their ability to convey in spoken form simple descriptions about fruit, and the speaker's opinion of that fruit.
Assessment strategy	Short response – write short responses 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 – 2 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges</p> <p>Respond to teacher talk and instruction and ask for clarification or assistance using simple questions, statements and gestures</p> <p>Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language</p> <p>Understanding</p> <p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using different question words and the anticipated answer, for example, <i>Siapa?</i>; <i>Apa?</i>; <i>Berapa?</i>; <i>Di mana?</i> • referring to numbers of things using cardinal numbers, for example, <i>nomor-sepuluh</i>, <i>puluh</i>, <i>belas</i> • referring to things using demonstratives <i>ini</i> and <i>itu</i>, for example, <i>Ini buku</i> • describing the characteristics of things using noun-adjective phrases, for example,

	<p><i>buku merah, anjing besar, kucing saya kecil, bapak saya tinggi, saya pendek, Ibu saya lucu</i></p> <ul style="list-style-type: none"> negating verbs and adjectives using <i>tidak</i>.
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Task preparation

Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> context-related vocabulary and grammatical items, including: numbers up to ten; colours and adjectives to describe fruit, for example, <i>merah, hijau, enak, kecil, besar, bulat, lonjong</i>; phrasing, for example, <i>rambutan merah; rambutan hijau</i>; discussing likes and dislikes, for example <i>Saya suka/Saya tidak suka</i> the textual conventions of an interview.
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 task.</p>

Assessment task

Assessment conditions	<p>Part A is to be completed by the student working individually.</p> <p>The interview in Part B will take place between the teacher (or another speaker of Indonesian) and the student.</p>
Resources	<p>Task sheet</p> <p>Transcript of spoken text</p> <p>Pieces of fruit (at least three)</p> <p>Recording device</p>

Instructions for teacher

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

- taught context-related vocabulary and grammatical items, including:
 - numbers up to ten
 - colours and adjectives to describe fruit, for example, *merah, hijau, enak, kecil, besar, bulat, lonjong*
 - phrasing, for example, *rambutan merah; rambutan hijau*
 - discussing likes and dislikes, for example *Saya suka/Saya tidak suka*
- given opportunities to count, identify the colour and texture of, hold and taste, rambutan and other fruits grown in Indonesia
- taught the textual conventions of an interview, and provided with opportunities to practise them.

Task

Part A: Berapa rambutan?

Provide students with Part A of the task. This part of the task is not formally assessed.

To make the task interactive, students could be given a magnifying glass to use.

Ask students to count the ripe *merah* (red) rambutan on each tree, and write in Indonesian the correct number.

Ask students to count the unripe *hijau* (green) rambutan on each tree, and write in Indonesian the correct number.

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

Task administration script

READ ALOUD

Please look at your task sheet. You need to count the ripe rambutan, *merah* on each tree, and write the correct number in Indonesian in the box. You also need to count the unripe rambutan, *hijau* on each tree, and write the number in Indonesian in the box.

Part B: Buah-buahan

The teacher prepares three different fruits that the students can view, touch and taste. Each fruit will be on a different plate and covered with a cloth. Only one plate will be shown to the student at a time. Each student will be shown two, out of the three, fruits.

The teacher interviews the students one at a time.

Task administration script

READ ALOUD

I have some different fruits here. You may look at, touch, smell and taste the fruit. I will ask you some questions about these fruit. Please answer in full sentences.

The teacher uncovers the first plate of fruit then asks the first question. The teacher may ask the question a second time in requested.

READ ALOUD

Ini buah apa?

The teacher waits for the student to respond before asking the next question. The teacher may ask the question a second time in requested.

READ ALOUD

Apa warna buah ini?

The teacher waits for the student to respond before asking the next question. The teacher may ask the question a second time in requested.

READ ALOUD

Buah ini berbentuk apa?

The teacher waits for the student to respond before asking the next question. The teacher may ask the question a second time in requested.

READ ALOUD

Bagaimana rasa buah ini?

The teacher waits for the student to respond before asking the next question. The teacher may ask the question a second time in requested.

READ ALOUD

Apakah kamu suka buah...?

The teacher then shows the student the second plate of fruit and repeats the questions from the start.

Instructions to students






Berapa rambutan merah?

Part A: Berapa rambutan?

Imagine you are a rambutan farmer. You have five rambutan trees. Use your magnifying glass to check how many ripe rambutan you can pick today.

Instruksi:

- **Lihatlah:** Look at the pictures of the rambutan trees.
- **Hitunglah:** Count the rambutan.
- **Tulislah:** Write the correct number in words.

		Berapa rambutan merah?	Berapa rambutan hijau?
1			
2			
3			
4			
5			

[Images used by kind permission of writer]

Part B: Buah-buahan

The teacher will show you some pieces of fruit.

You may look at, touch, smell and taste the fruit.

Your teacher will ask you some questions in Indonesian about these fruit.

Please answer in Indonesian, in full sentences.

Sample marking key

Part B: Buah-buahan	
Description	Marks
Question 1	
Accurately names the fruit, using a full sentence, for example, <i>Ini buah apel.</i>	2
Accurately names the fruit, for example, <i>apel.</i>	1
Gives an incorrect or no response.	0
Subtotal	2
Question 2	
Accurately states the colour of the fruit, using a full sentence, for example, <i>Buah ini merah</i> or <i>Warna buah ini merah.</i>	2
Accurately states the colour of the fruit, for example, <i>merah.</i>	1
Gives an incorrect or no response.	0
Subtotal	2
Question 3	
Accurately states the shape of the fruit, using a full sentence, for example, <i>Buah ini berbentuk bulat.</i>	2
Accurately states the shape of the fruit, for example, <i>bulat.</i>	1
Gives an incorrect or no response.	0
Subtotal	2
Question 4	
Accurately states the flavour of the fruit, using a full sentence, for example, <i>Rasa apel ini manis, Apel ini manis</i> or <i>Rasanya manis.</i>	2
Accurately states the flavour of the fruit, for example, <i>manis.</i>	1
Gives an incorrect or no response.	0
Subtotal	2
Question 5	
Accurately states that they like, love or dislike the fruit, using a full sentence, for example, <i>Saya suka apel</i> or <i>Saya suka buah apel.</i>	2
States that they like, love or dislike the fruit, for example, <i>suka.</i>	1
Gives an incorrect or no response.	0
Subtotal	2
Total	10