



Sample assessment task	
Year level	3
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Ini teman saya</i> (This is my friend)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their friends.</p> <p>In Part A, formative assessment, they also demonstrates their skills in speaking and comprehending spoken Indonesian by interviewing a student in their class to gather information about their age, where they live, their pets, and what they like to eat.</p> <p>In Part B, summative assessment, they demonstrate their skills in writing the information they collated in their survey.</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 the students' ability to speak and to comprehend spoken Indonesian, and to exchange and gather information in the form of a survey. It also establishes information on their ability to use simple descriptive or expressive modelled language in the first person, and convey this information in a third person narrative, to write about their classmate.
Assessment strategy	Short response – conduct a survey Extended response – write short sentences
Evidence to be collected	Completed task sheet Booklet
Suggested time	Part A – 40 minutes Part B – 50 minutes
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>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Understanding</p> <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"> describing people and animals using pronouns, gender and adjectives, for example, <i>dia, Teman saya baik hati; Kucing saya lucu dan kecil</i>

	<ul style="list-style-type: none"> describing actions using simple base verbs, for example, <i>tinggal, bermain, berjalan, berenang, berselancar</i> recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences.
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: vocabulary such as <i>nama/umur/keluarga/binatang/kesukaan</i>, simple adjectives to describe colour and size; sentence writing and word order.
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>Task is to be completed by students working individually.</p> <p>The first part of the task for Part A involves the student conducting a survey with a fellow classmate.</p>
Resources	<p>Task sheet</p> <p>Paper for booklet</p>

Instructions for teacher

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

- taught context-related vocabulary and grammatical items, including:
 - vocabulary such as *nama/umur/keluarga/binatang/kesukaan*
 - simple adjectives to describe colour and size
 - sentence writing and word order.

Task

Part A: Survey

Provide students with the survey sheet and ask that they interview their partner in Indonesian to find out their name, age, where they live, what they like to play, what they like to eat and the pets they own.

They write down their partner's answers using the first person narrative.

Allow students 20 minutes to complete the survey.

Discuss with the class how to:

- write sentences in third person narrative , using *dia* in the place of *saya*, for example, *Nama dia John*.
- fill in the booklet preparation table.

Allow students 20 minutes to complete the table.

Part B: Ini teman saya – booklet

Provide students with paper and support them with folding the sheets to create a booklet in A5 format.

Advise students to write in Indonesian, with the English translation on the opposite page.

Ask that they illustrate each page by drawing or adding pictures.

Allow students 50 minutes to complete their booklet.

Upon completion, students read their book to their partner, in order to seek feedback.

This work can be used as a basis for future tasks, for example:

- developing graphs to illustrate particular characteristics in the class
- trading books within the class + associated Q & A tasks
- reading activities with younger groups.

Instructions to students

Ini teman saya

Part A: Survey

Survey one of your classmates, to find out more about them. Use Indonesian to ask them the following questions. Write their answers on the lines provided.

Remember: Use the first person - **saya** (I or my).

1. Siapa namamu? _____
2. Berapa umurmu? _____
3. Tinggal di mana? _____
4. Punya binatang kesayangan? _____
5. Suka bermain apa? _____
6. Suka makan apa? _____

Before you create your booklet, you will need to write some new sentences, to be able to tell the rest of the class about your classmate. Fill in the table below with your new sentences, using the third person. This means you will need to use **dia** (he or she/his or her).

Indonesian	Inggris
For example, Nama dia John	
1. Nama dia	His/Her name is
2.	His/Her age is
3.	He/She lives in
4.	He/She has a
5.	He/She likes to
6.	He/She likes to eat

Part B: Ini teman saya – booklet

1. Use your notes and new sentences to create a booklet about your classmate.
2. You will be given a few sheets of paper. Listen as your teacher explains how to fold the pages and make your booklet.
3. On the cover page write *Ini teman saya* and the name of your classmate.
4. On each page you will write a sentence. One page has a sentence in Indonesian and on the opposite page a sentence in English.
5. Illustrate each Indonesian sentence by drawing or adding pictures.
6. Finish off by editing your work. Check for correct punctuation and capital letters, just like when we write in English.
7. Read the booklet to your partner. Does it make sense? Listen to your partner as they read their booklet to you. Give your partner some feedback.
8. Hand in your booklet to your teacher.

Sample marking key

Part B: Ini teman saya – booklet

Description	Marks
Cover page	
Writes the title of the booklet on the cover page and includes their friend's name, for example, <i>Ini teman saya, John</i> .	2
Writes a partial title, for example, <i>Ini teman saya</i> or <i>John</i> .	1
Does not include a title.	0
Subtotal	2
Description	Marks
Page 1: Name	
Writes a full sentence with the classmate's name, for example, <i>Nama dia John</i> .	2
Writes the person's name in first person narrative, or with errors, for example, <i>Nama saya John</i> .	1
Does not include the classmate's name.	
Subtotal	2
Description	Marks
Page 3: Age	
Writes a full sentence with the classmate's age, for example, <i>Dia berumur delapan tahun, or Umur dia delapan tahun</i> .	2
Writes the classmate's age in first person narrative, or with errors, for example, <i>Umur saya delapan</i> .	1
Does not include the person's age.	0
Subtotal	2
Description	Marks
Page 5: Where they live	
Writes a full sentence saying where the classmate lives, for example, <i>Dia tinggal di Midland</i> .	2
Writes where the classmate lives in first person narrative, or with errors, for example, <i>Saya tinggal di Rossmoyne or Rossmoyne</i> .	1
Does not include information on where the person lives.	0
Subtotal	2
Description	Marks
Page 7: Pets	
Writes a full sentence saying what pet the classmate has, for example, <i>Dia punya kucing, or Dia tidak punya binatang kesayangan</i> .	2
Writes about the classmate's pet in first person narrative, or with errors, for example, <i>Saya punya kucing</i> .	1
Does not include information on pets.	0
Subtotal	2
Description	Marks
Page 9: A sport or activity they like	
Writes a full sentence stating an activity that the classmate likes, for example, <i>Dia suka bersilancar</i> .	2
Writes an activity in first person narrative, or with errors, for example, <i>Saya bersilancar or bersilancar</i> .	1
Does not include an activity that the person likes to do.	0
Subtotal	2

Description	Marks
Page 11: What they like to eat	
Writes a full sentence saying what the classmate likes to eat, for example, <i>Dia suka makan coklat.</i>	2
Writes what the classmate likes to eat in first person narrative, or with errors, for example, <i>Saya suka kue.</i>	1
Does not include a food that the person likes.	0
Subtotal	2
Description	Marks
Punctuation and spelling	
Makes minimal errors in punctuation and spelling.	2
Makes some errors in punctuation and spelling.	1
Errors in punctuation and spelling make meaning unclear.	0
Subtotal	2
Description	Marks
English translation	
Writes a corresponding sentence in English.	0-5
Subtotal	5
Description	Marks
Illustrations	
Draws or adds an appropriate picture on each page.	0-5
Subtotal	5
Total	26