

Sample assessment task	
Year level	4
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Aduh tas saya hilang!</i> (I've lost my school bag!)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to routine in the classroom, and in particular, classroom objects.</p> <p>In Part A they also demonstrate their skills in speaking Indonesian by describing to a policeman a lost school bag and its contents.</p> <p>In Part B they demonstrate their skills in comprehending spoken text by taking part in a shopping role play simulation activity.</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 speak in Indonesian, to comprehend and convey descriptive information and respond to questions in an interview and in a role play activity.
Assessment strategy	<p>Oral performance – participate in an interview</p> <p>Oral performance – participate in a simulation role play activity</p>
Evidence to be collected	Audio visual recording of interview and role play
Suggested time	<p>Part A – 1-2 minutes</p> <p>Part B – 1-2 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, to exchange information about aspects of their personal worlds, including their daily routines at school</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions such as conducting a role play or scenario</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 objects using concrete nouns such as rooms in the house and school, for example, <i>Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi</i> describing objects using simple adjectives, for example, <i>kantor kecil; Ruang kelas saya besar; lapangan hijau</i> specifying location using prepositions, for example, <i>Ada buku di atas meja saya; di bawah, di dalam, di belakang</i>

	<ul style="list-style-type: none"> • seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i> • linking ideas using conjunctions, for example, <i>tetapi, atau</i> • locating events in time, for example, <i>hari ini, kemarin, besok, sudah, belum</i>, telling the time on the hour, for example, <i>Kemarin saya pergi ke sekolah pada jam tujuh</i> and using days of the week, for example, <i>Pada hari Senin saya bermain bola basket.</i>
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: adjectives and colours, for example, <i>besar, kecil, merah, biru</i>; stationery items, for example, <i>pensil, gunting, buku</i>; using structure, Noun+saya+adjective, for example, <i>Tas saya besar dan biru; Tas saya kecil dan merah muda</i> • short texts related to items commonly found in a school bag • the textual conventions of an interview and a role play.
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	The interview and role play will take place between the teacher (or another speaker of Indonesian) and the student.
Resources	<p>Task sheet</p> <p>Recording device</p>

Instructions for teacher

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

- exposed to short texts related to items commonly found in a school bag
- taught context-related vocabulary and grammatical items, including:
 - adjectives and colours, for example, *besar, kecil, merah, biru*
 - stationery items, for example, *pensil, gunting, buku*
 - using structure, Noun+saya+adjective, for example, *Tas saya besar dan biru; Tas saya kecil dan merah muda*
- taught the textual conventions of an interview and a role play, and provided with opportunities to practise them.

Task

Part A: Interview

Provide students with Part A of the task.

Task administration script

READ ALOUD

Oh no! You have lost your school bag!

Go to the police station and give them a description of your bag and what is in it.

Use the box below to think about what is in your school bag. You can draw pictures and write words or notes about your school bag and what is in it.

When you are ready, your teacher, who is acting in the role of the police officer today, will ask you some questions.

Make sure you are polite and greet the police officer, and say goodbye and thank them when you have finished.

Part B: Role play

Students will take part in a shopping game with the teacher.

Take the role of the customer first, and ask the student play the role of the shopkeeper.

Reverse your roles, and allow the student to play in the role of the customer.

Instructions to students

Aduh, tas saya hilang!

Part A: Interview

Oh no! You have lost your school bag! Go to the police station and give the police officer a description of your bag and what is in it. Give five full sentences, describing your bag and what is in it. Use the box below to draw pictures and write words or notes of what your school bag looks like, and what is in it.

When you are ready, your teacher, who is acting in the role of the police officer today, will ask you some questions.

Remember to greet the officer and say thank you.



Bagaimana tas kamu?

Tas saya ...



Ada apa di dalam tas kamu?

Ada satu bola merah.
Ada tiga buku biru.

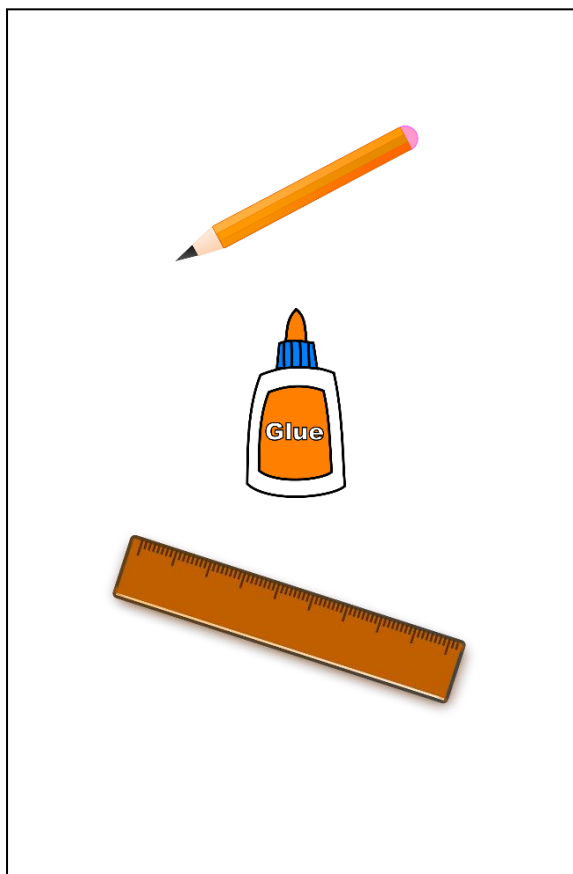


Part B: Role play

Role play a shopping game with your teacher.

1. Your teacher will play the role of the customer, and you will be the shopkeeper.
2. Reverse your roles. This time you will play the role of the customer, and your teacher will be the shopkeeper.

Shopping list 1



Shopping list 2

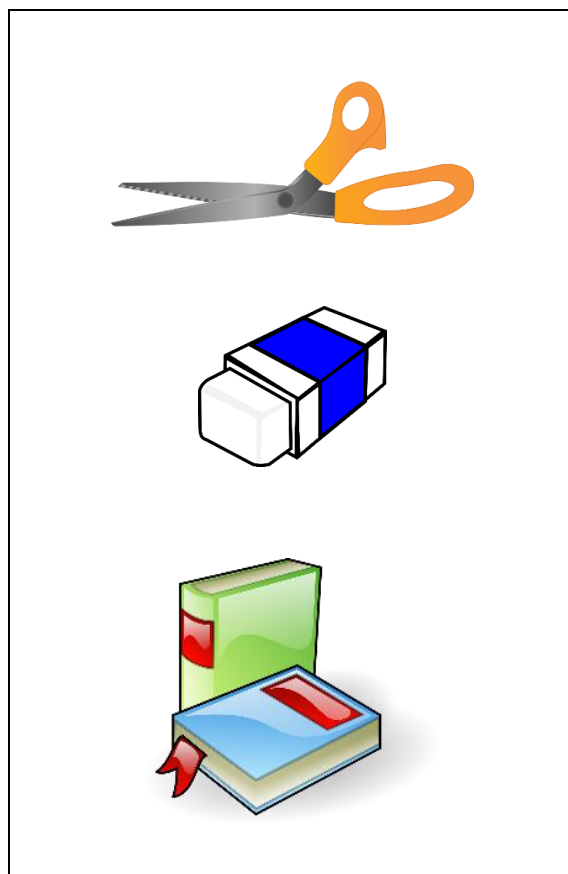


Image acknowledgements

Policeman: <https://openclipart.org/detail/158449/police>

Little girl: <https://openclipart.org/detail/285558/waiting-for-the-bus>

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Part A: Interview	
Description	Marks
Content	
Responds accurately to the greeting [1] and makes a request for help [1], for example, <i>'Tolong tas saya hilang!'</i>	2
Requires repetition of the greeting and/or prompting to respond and make a request for help.	1
Does not respond with a suitable greeting in Indonesian or make a request for help, even after prompting.	0
Subtotal	2
Gives a description of the colour and size of their school bag, for example, <i>Tas saya besar dan berwarna biru dan hitam.</i>	3
Gives a partial description of their school bag, for example, <i>Tas saya besar.</i>	2
Describes their school bag using only single words, for example, <i>Besar.</i>	1
Subtotal	3
Gives a description of at least three items in their bag, for example, <i>Di dalam tas saya ada kotak pensil, tiga buku dan apel.</i>	3
Gives a description of two items in their bag, for example, <i>Di dalam tas saya ada bola dan lem.</i>	2
Describes items in their bag, using only single words, for example, <i>bola, buku dan pena.</i>	1
Subtotal	3
Says thank you and a suitable final salutation, without being prompted.	2
Requires prompting and/or repetition of a final salutation by the teacher before responding.	1
Does not respond with a suitable final salutation in Indonesian, even after prompting.	0
Subtotal	2
Description	Marks
Grammar and vocabulary	
A good range of vocabulary and grammatical elements are used mostly accurately.	3
A sufficient range of vocabulary is used to communicate information. Errors in grammatical structures are present, but responses are mostly accurate and meaning is clear.	2
A limited range of vocabulary and one word responses are given. Occasional short phrases are offered, but meaning is not always clear.	1
Subtotal	3
Description	Marks
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Some inconsistency in pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation makes meaning unclear.	1
Subtotal	3
Part A total	16

Part B: Role play	
Description	Marks
List 1 – Item 1	
Offers correct item and says 'here you are' in Indonesian or similar.	2
Offers correct item but says nothing, or provides and incorrect phrase.	1
Doesn't offer an object, or offers an incorrect item.	0
Subtotal	2
Description	Marks
List 1 – Item 2	
Offers correct item and says 'here you are' in Indonesian or similar.	2
Offers correct item but says nothing, or provides and incorrect phrase.	1
Doesn't offer an object, or offers an incorrect item.	0
Subtotal	2
Description	Marks
List 1 – Item 3	
Offers correct item and says 'here you are' in Indonesian or similar.	2
Offers correct item but says nothing, or provides and incorrect phrase.	1
Doesn't offer an object, or offers an incorrect item.	0
Subtotal	2
Description	Marks
List 2 – Item 1	
Asks for the correct object in an accurately formulated request.	2
Names the object, but doesn't use a full sentence.	1
Doesn't request an object, or requests an incorrect object.	0
Subtotal	2
Description	Marks
List 2 – Item 2	
Asks for the correct object in an accurately formulated request.	2
Names the object, but doesn't use a full sentence.	1
Doesn't request an object, or requests an incorrect object.	0
Subtotal	2
Description	Marks
List 3 – Item 3	
Asks for the correct object in an accurately formulated request.	2
Names the object, but doesn't use a full sentence.	1
Doesn't request an object, or requests an incorrect object.	0
Subtotal	2
Description	Marks
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Some inconsistency with pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation makes meaning unclear.	1
Subtotal	3
Part B total	15
Total	31