



Sample assessment task

Year level	1
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Di kebun saya</i> (In my garden)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their favourite things, namely those things commonly found in the garden.</p> <p>In Part A they also demonstrate their skills in comprehending images in a text, identifying and conveying what they see in written form.</p> <p>In Part B they demonstrate their skills in speaking Indonesian by conveying information to their teacher about what is in their garden, using a stimulus picture that they have drawn.</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 comprehend images in a text and convey information in the text. It also establishes information on their ability to interact in spoken Indonesian with the teacher, to share information about what is in their garden.
Assessment strategy	<p>Short response – write words or phrases</p> <p>Oral performance – participate in an interview</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Audio visual recording of the interview</p>
Suggested time	<p>Part A – 10 minutes</p> <p>Part B – 1-2 minutes</p>

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers, using simple modelled language and gestures, to talk about their favourite things</p> <p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p> <p>Understanding</p> <p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> referring to numbers of things using cardinal numbers, for example, <i>nomor sepuluh, puluh, belas</i> describing the colour and size, of an animal or thing using noun–adjective phrases, for example, <i>bola merah, anjing besar, kucing kecil, saya pendek</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: things commonly found in a garden, for example, <i>kupu-kupu, burung, pohon, bunga-bunga</i>; counting one to 10; colours and adjectives, for example, <i>hijau, besar, kecil, lucu</i>; short descriptive phrases, for example, <i>tiga kupu-kupu; hijau, laba-laba besar; Di kebun saya ada...</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>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:
 - thing commonly found in a garden, for example, *kupu-kupu, burung, pohon, bunga-bunga*
 - counting numbers one to 10
 - colours and adjectives, for example, *hijau, besar, kecil, lucu*
 - short descriptive phrases, for example, *tiga kupu-kupu; hijau, laba-laba besar; Di kebun saya ada...*
- exposed to the textual conventions of an interview, and provided with opportunities to practise them.

Task

Part A: True or False

Provide students with Part A of the task.

Students are to view the stimulus picture, listen to the teacher, and indicate whether the statements provided are true or false.

Task administration script

READ ALOUD

I would like you to have a careful look at the picture of Sally's garden.

Have a look at what animals there are, what the weather is like, and what colours you can see.

I will read to you some sentences about Sally's garden.

I want you to tick whether the sentences I read out are true or false.

We will do the first one together.

Example: Di kebun ada satu pohon. See there is a tick in the box marked 'true' because this sentence 'In the garden there is one tree.' is true.

Now listen carefully. I will read out each sentence twice.

One. Hari ini ada hujan. (*Repeat sentence*).

Two. Di kebun ada bunga-bunga merah. (*Repeat sentence*).

Three. Di kebun ada satu laba-laba. (*Repeat sentence*).

Four. Di kebun ada tiga burung. (*Repeat sentence*).

Five. Di kebun ada dua kucing. (*Repeat sentence*).

Part B: Di kebun saya

Provide students with Part B of the task.

Students are to draw a picture of their garden in the space provided.

Then, they are to choose three things about the garden they would like to tell their teacher.

They are to describe the things in their garden using numbers, colours and adjectives.

Task administration script**READ ALOUD**

Please make sure you have the drawing of your garden on your desk. I will call you up one at a time.

Please show me your drawing and tell me three things that are in your garden.

Try and use full sentences in Indonesian.

Instructions to students

Di kebun saya

Part A: True or False

Have a look at the picture Sally drew of her garden.



[Image used by kind permission of Lydia]

Listen to the teacher read five sentences about the garden and use a tick [✓] to show whether the sentences are true or false. We'll look at the example together.

	True	False
Example: Di kebun ada satu pohon.	✓	
1. Hari ini ada hujan.		
2. Di kebun ada bunga-bunga merah.		
3. Di kebun ada satu laba-laba.		
4. Di kebun ada tiga burung.		
5. Di kebun ada dua kucing.		

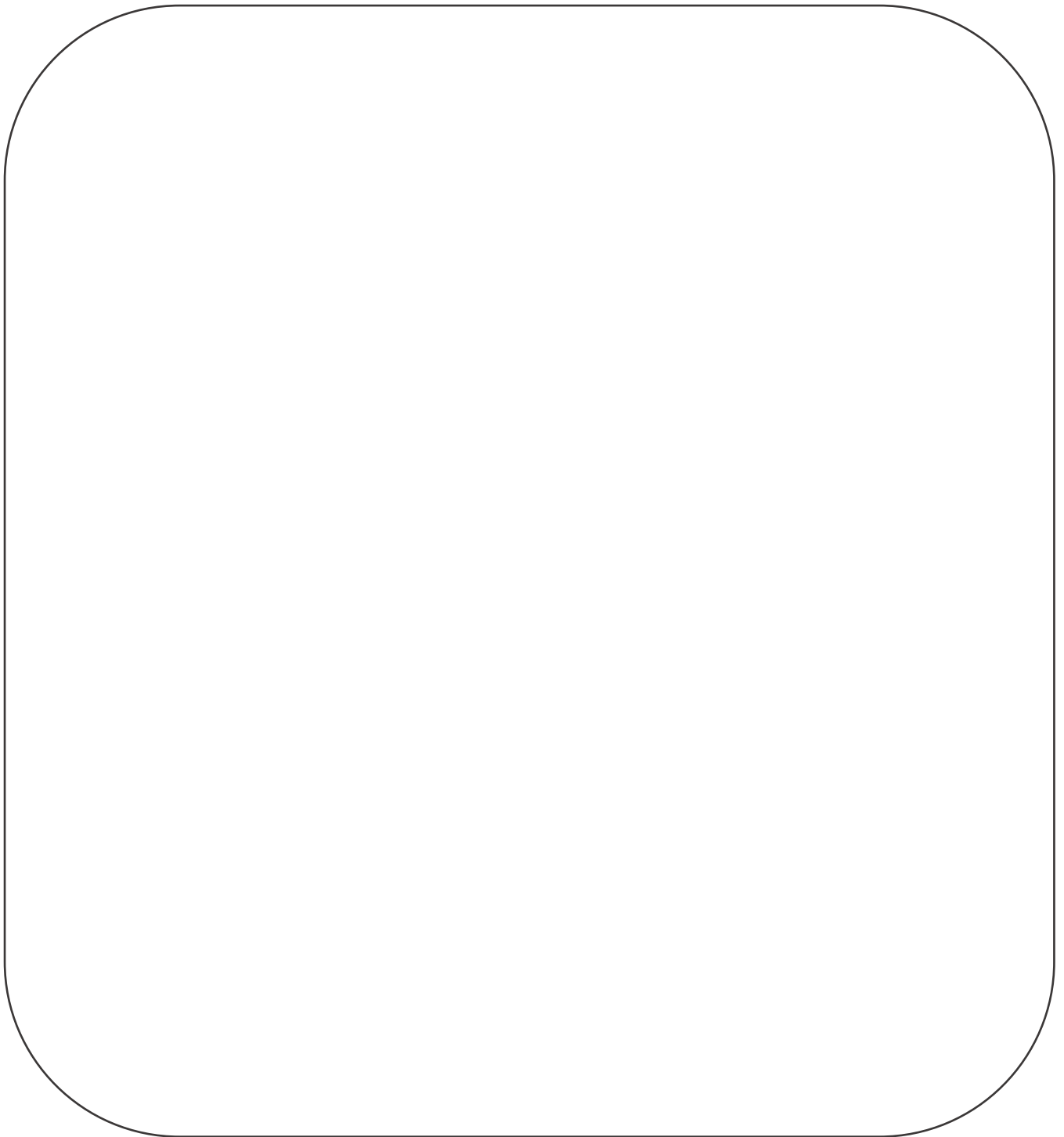
Part B: Di kebun saya

Draw a picture of your garden in the space below.

Choose three things you would like to tell your teacher about your garden.

Describe the things in your garden using numbers, colours and describing words.

Remember to speak in Indonesian when describing the things you have chosen.

A large, empty rounded rectangular box with a thin black border, intended for drawing a garden. The box is centered on the page and occupies most of the lower half of the page.

Sample marking key

Part A: True or False

Description	Marks
Questions 1–5	
1. False	1
2. True	1
3. True	1
4. False	1
5. False	1
Subtotal	5
Part A total	5

Part B: Di kebun saya

Description	Marks
Sentence 1	
Uses a descriptive sentence, with correct number and noun–adjective phrase, such as <i>Di kebun saya ada dua laba-laba besar/laba-laba hitam.</i>	4
Uses a descriptive sentence, with some prompting from the teacher. Inaccuracy with noun–adjective phrases such as <i>hitam laba-laba, besar laba-laba</i> may be evident.	3
Uses familiar Indonesian words only, for example, <i>laba-laba, bunga</i> , with some prompting from the teacher.	2
Uses a mix of English and Indonesian words, with prompting from the teacher.	1
Does not respond, even with prompting.	0
Subtotal	4
Description	Marks
Sentence 2	
Uses a descriptive sentence, with correct number and noun–adjective phrase, such as <i>Di kebun saya ada dua laba-laba besar/laba-laba hitam.</i>	4
Uses a descriptive sentence, with some prompting from the teacher. Inaccuracy with noun–adjective phrases such as <i>hitam laba-laba, besar laba-laba</i> may be evident.	3
Uses familiar Indonesian words only, for example, <i>laba-laba, bunga</i> , with some prompting from the teacher.	2
Uses a mix of English and Indonesian words, with prompting from the teacher.	1
Does not respond, even with prompting.	0
Subtotal	4

Description	Marks
Sentence 3	
Uses a descriptive sentence, with correct number and noun–adjective phrase, such as <i>Di kebun saya ada dua laba-laba besar/laba-laba hitam.</i>	4
Uses a descriptive sentence, with some prompting from the teacher. Inaccuracy with noun–adjective phrases such as <i>hitam laba-laba, besar laba-laba</i> may be evident.	3
Uses familiar Indonesian words only, for example, <i>laba-laba, bunga</i> , with some prompting from the teacher.	2
Uses a mix of English and Indonesian words, with prompting from the teacher.	1
Does not respond, even with prompting.	0
Subtotal	4
Description	Marks
Pronunciation	
Pronounces words and phrases accurately.	3
Pronounces most words accurately.	2
Poor pronunciation makes comprehension of what they are saying difficult.	1
Subtotal	3
Part B total	15
Total	20

Image acknowledgement

Drawing of garden by Lydia used with permission.