



Sample assessment task	
Year level	2
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>E tu, cosa mangi?</i> (How about you? What do you eat?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to events in the day, and in particular what is eaten.</p> <p>In Part A they also demonstrate their skills in comprehending spoken and written texts by responding to the imaginative text <i>Il piccolo bruco Maisazio</i>.</p> <p>In Part B they demonstrate their skills in writing their own version of the story, stating what they consume in the week.</p> <p>In Part C they demonstrate their skills in speaking by retelling their imaginative story to the class and answering questions posed by the teacher.</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 spoken and written texts and convey information in their spoken and written responses. It also establishes information on their ability to create stories and perform imaginative scenarios, through scaffolded writing activities and an oral presentation, using familiar words and modelled language.
Assessment type	<p>Short response – listen for information in spoken text</p> <p>Short response – read for information in written text</p> <p>Extended response – create an imaginative story</p> <p>Oral presentation – present own story and respond to questions</p>
Evidence to be collected	<p>Completed task sheets</p> <p>Imaginative story</p> <p>Audio visual recording of presentation</p>
Suggested time	<p>Part A – 10 minutes</p> <p>Part B – 20 minutes</p> <p>Part C – 3 minutes</p>
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 such as asking each other how they are, offering wishes and talking about events in the day and over the year</p> <p>Participate in listening to, viewing and reading a range of imaginative texts and responding through action, performance, shared reading and collaborative retelling</p> <p>Create stories and perform imaginative scenarios, through role-play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language</p>

Content description	
	<p>Understanding</p> <p>Recognise and begin to write high-frequency words and expressions in familiar contexts 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"> • noticing and using definite and indefinite articles with nouns • noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, <i>la giornata lunga; la torta grande/deliziosa</i> • exploring how to use singular and plural forms • understanding different words for asking questions, for example, <i>Chi?; Quando?; Quanti?</i> • identifying people using pronouns, for example, <i>io, tu, lui, lei</i> • learning simple verbs to describe actions and using them in formulaic expressions, for example, <i>Mi piace ballare; Ti piace andare al parco?</i> • using simple conjunctions such as <i>e</i> • using vocabulary for months of the year • developing number knowledge for numbers 0–50.
Task preparation	
Prior learning	<p>Students have prior knowledge of, and exposure to:</p> <ul style="list-style-type: none"> • a range of simple imaginative texts • context-related vocabulary • elements of grammar, including: using singular forms of common verbs in the present tense; understanding the Italian subject-verb-object structure; noticing definite and indefinite articles in singular or plural forms and numbers • the textual conventions of an imaginative text.
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 tasks.</p>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheets</p> <p>Copy of the story book <i>Il piccolo bruco Maisazio</i></p> <p>Poster of useful phrases/phrases displayed on board</p> <p>Recording device</p>

Instructions for teacher

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

- provided with opportunities to listen to, view and read the story book *Il piccolo bruco Maisazio* and other texts related to days of the week and foods
- taught context-related vocabulary
- taught elements of grammar, including: understand the use of the present tense; numbers; days of the week; foods
- exposed to the textual conventions of an imaginative story and provided with opportunities to practise them.

Task

Part A: Il bruco

Prior to the task read to the students the story book *Il piccolo bruco Maisazio* and have them collaboratively retell the story.

Provide students with the task sheet for Part A and ask them to write the number and name of fruit he consumed as well as drawing the number of fruits eaten to complete each frame.

Explain to students that they may choose the words needed from the list.

Part B: E tu, cosa mangi?

Having listened to and viewed the story of *Il piccolo bruco Maisazio*, students will recreate this imaginative text by writing and illustrating their own story.

They will write seven sentences. Each sentence will include the day of the week, the fruit they eat and how many of these fruits they eat.

Ask students to listen as you begin to tell them their story.

READ ALOUD

- | |
|--|
| <ol style="list-style-type: none">1. Lunedì mangio una pera. (<i>Pause for 30 seconds before reading the second sentence</i>).2. Martedì mangio due ananas. |
|--|

Ask the students to continue working on their story. Students will then practise reading their story to a classmate before presenting the story to the class.

Part C: Cosa mangi...?

Students take turns to stand in front of the class and read their story aloud.

Then they will be asked four questions related to their story.

Ask the following questions:


1. Cosa mangi lunedì?
2. Cosa mangi martedì?
3. Cosa mangi giovedì?
4. Cosa mangi domenica?

Instructions to students

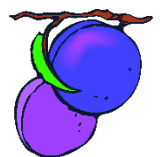
E tu, cosa mangi?

Part A: Il piccolo bruco Maisazio

We are going to share the story *Il piccolo bruco Maisazio*. After listening and watching, you are to complete each of the frames by writing and drawing what the caterpillar eats each day of the week.

<p>Il bruco</p> 	<p>Lunedì mangia</p> <hr/>	<p>Martedì mangia</p> <hr/>
<p>Mercoledì mangia</p> <hr/>	<p>Giovedì mangia</p> <hr/>	<p>Venerdì mangia</p> <hr/>

Choose from the words and pictures below to complete the sentences and draw the correct number of fruit into the correct boxes



quattro fragole

tre prugne

una mela

cinque arance

due pere

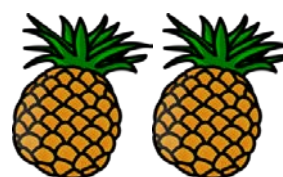
Part B: Et tu, cosa mangi?

You have listened to the story about *il bruco*, now listen while the teacher starts a story about you. Complete each frame with your own words and pictures telling the teacher what you like to eat during the week.

Io mangio...

L _____ io mangio una carota.

M _____ io mangio _____.



M _____ io mangio _____.

G _____ io mangio _____.

V _____ io mangio _____.

Sabato _____ io mangio _____.

Domenica _____ io mangio _____.

Part C: Cosa mangi...?

Practise reading your story and when you are ready the teacher will ask you to read it out aloud.

Speak clearly.

The teacher will also ask you some questions about what you have written.

Listen carefully to the teacher's questions.

Image acknowledgements

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Sample marking key

Part A: Il bruco	
Description	Marks
Table	
Lunedì– una [1] + mela [1]	2
Martedì– due [1] + pere [1]	2
Mercoledì– tre [1] + prugne [1]	2
Giovedì– quattro [1] + fragole [1]	2
Venerdì– cinque [1] + arance [1]	2
Subtotal	10
Part A total	
10	
Part B: E tu, cosa mangi...?	
Description	Marks
Table	
Lunedì mangio una pera.	1
Martedì [1] mangio [1] due ananas [1].	3
Mercoledì [1] mangio [1] + writes a number and a food item name [1].	3
Giovedì [1] mangio [1] + writes a number and a food item name [1].	3
Venerdì [1] mangio [1] + writes a number and a food item name [1].	3
Sabato mangio [1] + writes a number and a food item name [1].	2
Domenica mangio [1] + writes a number and a food item name [1].	2
Part B total	17
Part C: Cosa mangi...?	
Description	Marks
Content	
Information is presented with confidence. Questions are answered correctly.	3
A satisfactory amount of information is conveyed. Questions are answered mostly correctly.	2
Little relevant information is communicated.	1
Subtotal	3
Vocabulary and grammar	
A good range of vocabulary and grammatical elements are used mostly accurately.	3
Sufficient range of vocabulary is used to communicate information. Errors in grammatical structures are present but responses are more accurate than inaccurate and meaning is clear.	2
Limited range of vocabulary and one word responses often given. Occasional short phrases are offered but meaning is not always clear.	1
Subtotal	3
Pronunciation	
Uses clear and accurate pronunciation and intonation.	3
Inconsistently uses acceptable pronunciation and intonation.	2
Inaccurate pronunciation impedes comprehension at times.	1
Subtotal	3
Part C total	
9	
Total	
36	