



## Sample assessment task

Year level	Pre-primary
Learning area	Languages
Subject	Indonesian: Second language
Title of task	<i>Kenalkan</i> (Introductions)

## Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to common greetings and expressions for how they are feeling. They also demonstrate their skills in comprehending spoken text and convey information by recognising and selecting images that correspond to what they hear.
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 text and convey in written form, greetings and expressions for how they are feeling.
Assessment strategy	Short response – listen for information in spoken text
Evidence to be collected	Completed task sheet
Suggested time	10 minutes

## Content description

Content from the Western Australian Curriculum	<b>Communicating</b> Recognise pictures, symbols, key words and phrases of spoken and written Indonesian in rhymes, songs, labels and titles related to their personal worlds Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words <b>Understanding</b> Notice and use context-related vocabulary to generate new language Recognise some first elements of grammar, including: <ul style="list-style-type: none"><li>greeting and farewelling others, for example, <i>Selamat pagi/siang/sore/ malam; Sampai jumpa!</i></li></ul>
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<b>Task preparation</b>	
<b>Prior learning</b>	Students have prior knowledge of and exposure to: <ul style="list-style-type: none"> <li>greetings and common classroom phrases, for example, <i>Selamat pagi/siang/sore, makan, duduk, minum, Sampai jumpa!, Saya suka...</i></li> </ul>
<b>Assessment differentiation</b>	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.
<b>Assessment task</b>	
<b>Assessment conditions</b>	This task is to be completed by students working individually.
<b>Resources</b>	Task sheet Transcript of spoken text Pencil

## Instructions for teacher

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

- taught greetings and common classroom phrases, for example, *Selamat pagi/siang/sore, makan, duduk, minum, Sampai jumpa, Saya suka...*
- provided with opportunities to discuss the things they like, for example, *anjing, kucing, kuda, cokelat, kue.*

## Task

Sit the student/s down alongside the teacher with the task sheet and a pencil.

## Task administration script

Read each statement twice. Read statements an additional time if requested.

### READ ALOUD

Here is the answer sheet for today's task. I am going to say a number. Look for the number on your sheet. I will then say some sentences in Indonesian. I would like you to circle the pictures that match what you hear me say. I will read each sentence twice. We will now do the example together.

### READ ALOUD

Example: Selamat siang. Nama saya Bill. Saya sepuluh tahun. Saya suka kucing.

Check that each student has circled the correct pictures before reading statement number 1.

### READ ALOUD

Number one. Selamat pagi. Nama saya Linda. Saya delapan tahun. Saya suka sekali kupu-kupu.

Read statement a second time.

Read statement a third time if requested.

### READ ALOUD

Number two. Selamat malam. Nama saya Jon. Saya tiga tahun. Saya suka komputer.

Read statement a second time.

Read statement a third time if requested.

### READ ALOUD

Number three. Selamat siang. Nama saya Jessica. Saya lima tahun. Saya suka es krim.

Read statement a second time.

Read statement a third time if requested.

### READ ALOUD

Number four. Selamat malam. Nama saya Jack. Saya sembilan tahun. Saya suka kue.

Read statement a second time.

Read statement a third time if requested.

READ ALOUD

Number five. Saya baik sekali.

Read statement a second time.

Read statement a third time if requested.

READ ALOUD

Number six. Saya sakit.

Read statement a second time.

Read statement a third time if requested.

READ ALOUD

Number seven. Saya kurang baik.

Read statement a second time.

Read statement a third time if requested.

READ ALOUD

Number eight. Saya baik-baik saja.

Read statement a second time.

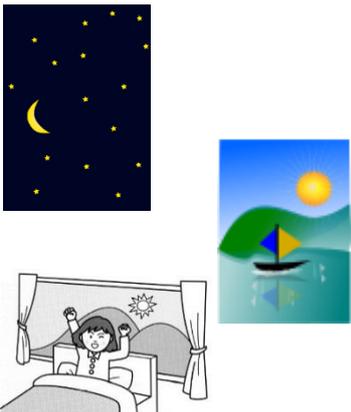
Read statement a third time if requested.

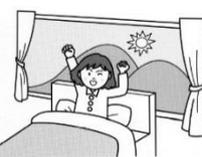
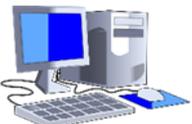
Instructions to students

### Kenalkan

Listen to your teacher read out some introductions in Indonesian.

Circle the picture that matches the greeting and then circle the picture that shows the thing that they like.

<p>Example</p>			
<p>1.</p>			
<p>2.</p>			

3.		  	     
4.		  	     

Circle the picture that matches what you hear.

5.			
6.			
7.			
8.			

## Sample marking key

Kenalkan		
	Description	Marks
Questions 1–8		
Example	 	0
1.	 	1+1
2.	 	1+1
3.	 	1+1
4.	 	1+1
5.		1
6.		1
7.		1
8.		1
<b>Subtotal</b>		<b>1</b>
<b>Total</b>		<b>12</b>

## Image acknowledgements

Boy in yellow shirt: <https://pixabay.com/en/idea-boy-man-people-student-152485/>

Night time: <https://pixabay.com/en/starry-night-moon-dark-galaxy-29888/>

Daytime: <https://openclipart.org/detail/203274/navegando>

Waking up: [http://jpfsyd-classroomresources.com/flashcards/verb-adjectives\\_picture/list.html](http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html) (Japan Foundation, Sydney)

Chocolate: [http://worldartsme.com/chocolate-candy-free-clipart.html#gal\\_post\\_91557\\_chocolate-candy-free-clipart-1.jpg](http://worldartsme.com/chocolate-candy-free-clipart.html#gal_post_91557_chocolate-candy-free-clipart-1.jpg)

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