



Sample assessment task	
Year level	3
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>Chi sono io?</i> (Who am I?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to friends and family members.</p> <p>In Part A they also demonstrate their skills in comprehending written text, matching descriptions to images and writing short phrases.</p> <p>In Part B and Part C they demonstrate their skills in writing a riddle about a family member and sharing it with the class. They also write a description of an imaginary family.</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 written text by locating key information and conveying it in different ways. It also establishes their ability to write in Italian both creative texts such as riddles, as well as descriptive texts such as writing a description of an imaginary family.
Assessment strategy	<p>Short response – read for information in a written text</p> <p>Short response – write a riddle</p> <p>Extended response – write a description</p>
Evidence to be collected	<p>Completed task sheet</p> <p>Family album</p>
Suggested time	<p>Part A – 20 minutes</p> <p>Part B – 15 minutes</p> <p>Part C – 35 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 and gestures, to exchange information about friends and family members</p> <p>Locate specific points of information in a range of short, written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Understanding</p> <p>Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, tre, guardate a me!</i></p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>mamma, papà</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p>

Content description	
	<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"> • using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, <i>la mano, il papà</i> • using cardinal numbers for dates and ages • using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape and colour and noticing that they change with gender, for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i> • using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership, for example, <i>la mia casa; la tua famiglia; il tuo cappello; mia nonna.</i>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to family • context-related vocabulary • the textual conventions of a riddle and a description • grammatical items, including: the present tense of regular and some irregular verbs; recognition of capitalisation rules: <i>mamma, papà</i>; gender; using possessive adjectives to express ownership, <i>mia sorella, mio fratello</i>; using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape and colour, and noticing that they change with gender.
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	Task sheet

Instructions for teacher

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

- provided with a variety of texts related to family members
- taught context-related vocabulary, including clothing and activities
- taught grammatical items, including:
 - adjectives
 - possessive adjectives
 - punctuation and definite and indefinite articles
- exposed to the textual conventions of a riddle and a description, and provided with opportunities to practise them.

Task

Part A: Chi sono io?

Provide students with Part A of the task.

Ask them to look at the images of the family members and read the text.

They draw a line to match the description in the text with the correct image of the family member.

Finally, they draw another line from the description to the name of the family member in the right hand column.

Advise students that they have 20 minutes to complete Part A.

Part B: Chi sono io?

Students use the model in Part A to write a riddle based on a family member. They must include at least four sentences.

They then read the riddle to the class.

Class members attempt to solve the riddle.

Advise students that they have 15 minutes to complete Part B.

Part C: La mia famiglia immaginaria

Provide students with Part C of the task.

Students create an imaginary family by selecting phrases from a table. They must include a description of three family members (at least 1 male and 1 female).

Once they have written their description, they are to draw their imaginary family.

Advise students that they have 35 minutes to complete Part C.

Instructions to students






Chi sono io?

Part A: Chi sono io?

Look at the family members and read the text.

Draw a line from the description to the matching image for each family member.

Draw a line from the image to match the word for each family member.

Draw a line to match the text with the person.		Chi sono io?
1	<p>Sono una signora. Ho i capelli grigi. Mi piace molto cucinare. Sono anziana. Chi sono io?</p>	 <p>Sorella</p>
2	<p>Sono carina. Sono piccola. Ho i capelli castani scuri. Ho sei anni. Chi sono io?</p>	 <p>Papà</p>
3	<p>Sono una signora. Ho i capelli castani. Ho ventisei anni. Ho un bambino. Chi sono io?</p>	 <p>Fratello</p>
4	<p>Ho capelli corti e neri. Porto gli occhiali. Ho la barba. Chi sono io?</p>	 <p>Mamma</p>
5	<p>Io sono piccolo. Ho un fratello. Ho gli occhi azzurri e i capelli rossi. Indosso i pantaloni azzurri. Chi sono io?</p>	 <p>Nonna</p>

Part B: Chi sono io?

Write your own 'Who am I?' riddle. Include at least four sentences in Italian. Share it with the class.

Chi sono io?

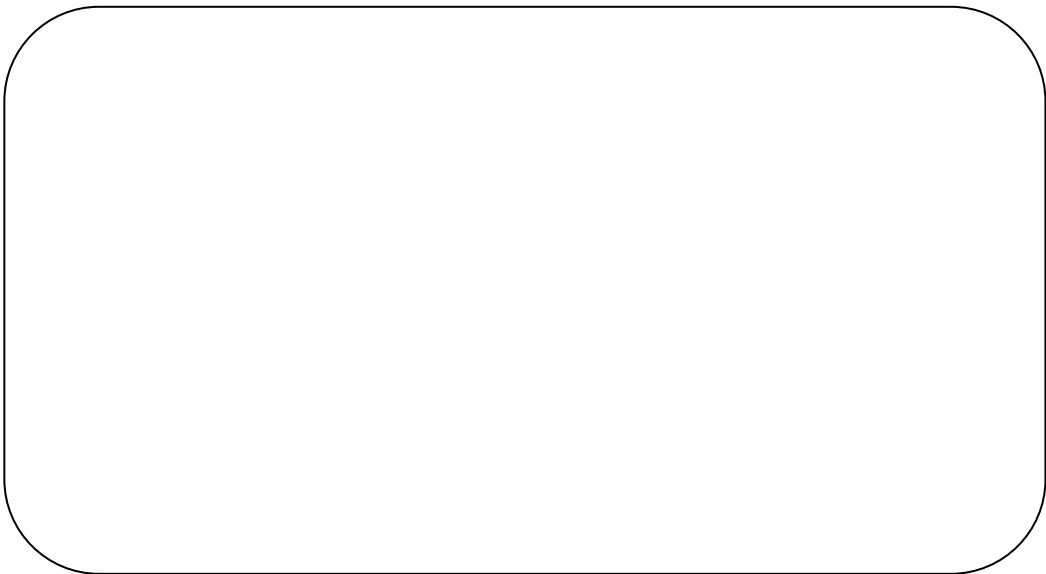
Part C: La mia famiglia immaginaria

Create an imaginary family! Describe three members of an imaginary family using the information in the table below to help you.

Copy the words carefully. Once you have written your description, draw your imaginary family.






Io				la barba			
Mia sorella				le lentiggini			
Mio fratello				i capelli biondi			caro/cara.
La mia mamma	mi chiamo+ <i>name</i> .	Ho + <i>number</i> + anni.	Ho	i capelli rossi			carino/carina.
Il mio papà				i capelli castani			bello/bella.
Mia nonna				i capelli neri	e	sono	sportivo/sportiva.
Mio nonno	si chiama + <i>name</i> .	Ha + <i>number</i> + anni.	Ha	i capelli grigi		é	intelligente.
Mia zia				i capelli corti			giovane.
Mio zio			Porta	i capelli lunghi			vecchio/vecchia.
				i capelli ricci			grande.
				i capelli lisci			piccolo/piccola.
				gli occhi marroni			divertente.
				gli occhi azzurri			anziano/anziana.
				gli occhi verdi			
				gli occhiali			

Draw a picture of your imaginary family in the box.



Sample marking key

Part A: Chi sono io?

Description	Marks
Questions 1–5	
1. Papà [1], image [1] 	2
2. Fratello [1], image [1] 	2
3. Nonna [1], image [1] 	2
4. Sorella [1], image [1] 	2
5. Mamma [1], image [1] 	2
Part A total	10

Part B: Chi sono io?

Description	Marks
Writes own riddle	
Writes a riddle of four sentences with a very high level of accuracy.	4
Writes a riddle of four sentences with a high level of accuracy.	3
Writes a riddle of four sentences with a satisfactory level of accuracy.	2
Writes a riddle of four sentences with a limited level of accuracy.	1
Part B total	4

Part C: La mia famiglia immaginaria	
Description	Marks
Imaginary family members	
1. Describes the first imaginary family member using language structures accurately, for example, Mi chiamo Alex. [1] Ho nove anni. [1] Ho gli occhi grigi e sono alto. [1+1]	0-4
2. Describes the second imaginary family member using language structures accurately , for example, Mia sorella si chiama Mary. [1] Mia sorella ha sette anni. [1 Ha i capelli castani e é piccola. [1+1]	0-4
3. Describes the third imaginary family member using language structures accurately, for example, Mia sorella si chiama Mary. [1] Mia sorella ha sette anni. [1 Ha i capelli castani e é piccola. [1+1]	0-4
4. Describes the fourth imaginary family member using language structures accurately, for example, Mia sorella si chiama Mary. [1] Mia sorella ha sette anni. [1 Ha i capelli castani e é piccola. [1+1]	0-4
5. Describes the fifth imaginary family member using language structures accurately, for example, Mia sorella si chiama Mary. [1] Mia sorella ha sette anni. [1 Ha i capelli castani e é piccola. [1+1]	0-4
Part C total	20
Total	34

Image acknowledgements

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