



Sample assessment task	
Year level	3
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>La mia famiglia</i> (My family)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to family.</p> <p>In Part A they also demonstrate their skills in writing in Italian a description of themselves and their family members.</p> <p>In Part B they demonstrate their skills in speaking Italian by exchanging information about their family members and themselves in an interview with their 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 students' ability to exchange information about their family members and themselves in written form. It also establishes information on their ability to interact with their teacher to talk about their family.
Assessment strategy	<p>Extended response – write short descriptions of family members</p> <p>Oral performance – participate in an interview</p>
Evidence to be collected	<p>Family booklet</p> <p>Audio-visual recording of interview</p>
Suggested time	<p>Part A – 50 minutes</p> <p>Part B – 5 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>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> <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"> identifying gender, singular and plural nouns in the regular form, for example, <i>il quaderno/i quaderni; la mela/le mele</i> observing gender in patterns of naming, for example, <i>Paolo/Paola</i>, but that <i>Luca, Andrea</i> and <i>Simone</i> are all male names in Italian 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>

Content description	
	<ul style="list-style-type: none"> • using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un'arancia</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 and text types related to family • context-related vocabulary • 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. • the textual conventions of a description and 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 tasks.</p>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>A4 paper</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:

- exposed to a variety of texts related to family
- taught context-related vocabulary
- grammatical structures, including:
 - the present tense of regular and some irregular verbs
 - recognition of capitalisation rules: *mamma, papa*
 - gender
 - using possessive adjectives to express ownership, *mia sorella, mio fratello*
 - using adjectives to describe qualities of a family member
- taught the textual conventions of a description, and be provided with opportunities to practise them.

Task

Part A: La mia famiglia

Provide students with paper on which to write and illustrate a family booklet.

Format of family booklet:

- title page is *La mia famiglia*
- each subsequent page has a different family member on it. Ask students to describe 4 members only.
- students write at least three sentences about each family member and draw simple illustrations.

For each member of the family, students will need to:

- give their name
- say how they are related (uncle, sister, grandmother)
- give their age
- use at least one adjective to describe them.

Advise students that they have 45 minutes to complete Part A.

Part B: Presento la mia famiglia

Students will have an individual interview with the teacher who will ask five questions.

READ ALOUD

I will now greet you and ask you some questions in Italian. Please respond to my greetings and answer the questions using full sentences in Italian.

Teacher: Buongiorno.

Student: *(Responds with a greeting).*

Teacher: Chi è? *(Point to a member of the student's family and ask)*

Student: *(Student responds by describing the person that the teacher has pointed to, or says the name of the person being pointed to).*

Teacher: Com'è il tuo padre/la tua madre?

Student: *(Student responds by describing their Father/Mother).*

Teacher: Dove sei tu?

Student: *(Student responds by saying Sono qui or may point to the frame that describes the student).*

Teacher: Tu, come sei?

Student: *(Students responds by describing themselves).*

Teacher: Quante persone ci sono nella tua famiglia?

Student: *(Students responds stating the correct number of family members).*

Teacher: Grazie. Arrivederci.

Student: *(Responds with a final salutation).*

Instructions to students

La mia famiglia

Part A: La mia famiglia

Create your own family booklet.

On the title page write *La mia famiglia*.

Describe four family members including yourself.

For each member of your family write four sentences stating:

- which family member they are
- their name
- how old they are
- what they are like.

Once you have completed your writing, draw and colour each family member.

Here is an example:



Image acknowledgement

Image: Yamid. (2010). *Child*. Retrieved March, 2016, from <https://openclipart.org/detail/58321/child>
In the public domain.

Part B: Presento la mia famiglia

Your teacher is going to ask you about your family.

Your teacher will greet you, and then ask you five questions about what you have written in your booklet.

You may have your booklet with you.

Now listen carefully.

Sample marking key

Part A: La mia famiglia

Description	Marks
Title page	
Includes the title <i>La mia famiglia</i> , correctly written, on the cover of their booklet.	1
Subtotal	1
Page 1	
Which family member they are [1] Name of person [1] Age [1] Description [1]	0-4
Grammatical structure Writes four grammatically correct complete sentences. Agrees <i>questo</i> and <i>mio</i> ; correctly uses <i>mi chiamo</i> or <i>si chiama</i> ; agrees adjectives; distinguishes between <i>è</i> and <i>e</i> ; writes number in Italian for age; spelling is mostly accurate; punctuation is mostly accurate. [4] Writes four mostly complete and grammatically correct sentences. [3] Writes sentences with occasional grammatical errors. [2] Writes partial sentences with grammatical errors. [1] No grammatical structures are used. [0]	0-4
Subtotal	8
Page 2	
Which family member they are [1] Name of person [1] Age [1] Description [1]	0-4
Grammatical structure Writes four grammatically correct complete sentences. Agrees <i>questo</i> and <i>mio</i> ; correctly uses <i>mi chiamo</i> or <i>si chiama</i> ; agrees adjectives; distinguishes between <i>è</i> and <i>e</i> ; writes number in Italian for age; spelling is mostly accurate; punctuation is mostly accurate. [4] Writes four mostly complete and grammatically correct sentences. [3] Writes sentences with occasional grammatical errors. [2] Writes partial sentences with grammatical errors. [1] No grammatical structures are used. [0]	0-4
Subtotal	8
Page 3	
Which family member they are [1] Name of person [1] Age [1] Description [1]	0-4
Grammatical structure Writes four grammatically correct complete sentences. Agrees <i>questo</i> and <i>mio</i> ; correctly uses <i>mi chiamo</i> or <i>si chiama</i> ; agrees adjectives; distinguishes between <i>è</i> and <i>e</i> ; writes number in Italian for age; spelling is mostly accurate; punctuation is mostly accurate. [4] Writes four mostly complete and grammatically correct sentences. [3] Writes sentences with occasional grammatical errors. [2] Writes partial sentences with grammatical errors. [1] No grammatical structures are used. [0]	0-4
Subtotal	8

Page 4	
Which family member they are [1] Name of person [1] Age [1] Description [1]	0-4
Grammatical structure Writes four grammatically correct complete sentences. Agrees <i>questo</i> and <i>mio</i> ; correctly uses <i>mi chiamo</i> or <i>si chiama</i> ; agrees adjectives; distinguishes between <i>è</i> and <i>e</i> ; writes number in Italian for age; spelling is mostly accurate; punctuation is mostly accurate. [4] Writes four mostly complete and grammatically correct sentences. [3] Writes sentences with occasional grammatical errors. [2] Writes partial sentences with grammatical errors. [1] No grammatical structures are used. [0]	0-4
Subtotal	8
Part A total	33
Part B: Presento la mia famiglia	
Description	Marks
Greeting	
Responds to the greeting from the teacher with a suitable greeting.	2
Requires repetition of the greeting and prompting to respond to the greeting and/or acknowledges greeting, e.g. with a nod or a smile.	1
Doesn't respond with a suitable greeting in Italian even with prompting.	0
Subtotal	2
Question 1	
Describes in detail the person to which the teacher has pointed.	2
Gives their name only.	1
Doesn't respond with their name even with prompting.	0
Subtotal	2
Question 2	
Locates the Father/Mother in the album and describes him/her in detail	3
Locates the Father/Mother in the album and provides a partial description.	2
Requires prompting to locate the Father/Mother in the album and provide some information	1
Doesn't give a suitable response in Italian to the question.	0
Subtotal	3
Question 3	
Says <i>Sono qui</i> .	2
Points to the page that has the image of the student only.	1
Doesn't give a suitable response to the question in Italian.	0
Subtotal	2
Question 4	
Describes themselves in detail.	2
Describes themselves. May require prompting to respond.	1
Doesn't give a suitable response to the question in Italian.	0
Subtotal	2

Question 5	
Responds stating the correct number of family members.	2
Requires prompting to respond, or responds in English.	1
Doesn't give a suitable response in Italian to the question.	0
Subtotal	2
Farewell greeting	
Responds suitably to the farewell greeting without being prompted.	2
Requires prompting and or repetition of a greeting by the teacher before responding or acknowledges greeting, e.g. with a nod or a smile.	1
Doesn't respond with a suitable farewell greeting in Italian, even with prompting.	0
Subtotal	2
Pronunciation	
Pronounces all or most words accurately.	2
Pronounces some words accurately.	1
Poor pronunciation makes comprehension of what is being said difficult.	0
Subtotal	2
Part B total	17
Total	50